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ABSTRACT

This document is a comprehensive guide to planning and implementing a multicultural kindergarten curriculum in New York City's (New York) public schools via planned, developmentally appropriate learning experiences. The guide contains the following 15 sections: (1) "Introduction," which outlines the program and its philosophy; (2) "First Days," which offers strategies for a smooth start to the school year; (3) "Parent Involvement," which discusses the vital home/school partnership and specific recommendations; (4) "Bilingual Education/English as a Second Language," which offers data on the limited English child and strategies for teaching English as a Second Language; (5) "Creating a Learning Environment," which offers guidance in organizing the learning center approach; (6) "Enriching the Curriculum," which describes the whole language methodology, trip experiences, and effective use of computers in the classroom; (7) "A Multicultural Sampler," which offers culturally and linguistically diverse musical and literary materials; (8) "The Interactive Teacher," which explores the teacher's role; (9) "The Thematic Approach," which provides guidelines and a comprehensive flow chart; (10) "Partners in Learning," which provides appropriate shared responsibilities and an administrator guide; (11) "Looking at Today's Children," which describes current societal pressures and problems and suggests appropriate action; (12) "Assessment," which outlines informal and formal assessment procedures and includes sample checklists; (13) "Current Issues," which considers contemporary educational thinking; (14) "Developmental Skills in the Curriculum Areas," which outlines expected skills and understandings appropriate to curriculum content on the kindergarten level; and (15) "Bibliography/Teacher Resources," which offers a 466-item bibliography. (JB)

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Children of the Rainbow

Implementing A Multicultural Kindergarten Curriculum

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Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra

Joseph A. Fernandez, Chancellor

Nilda Soto Ruiz
Chief Executive for Instruction

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Foreword

Today, the torch of global understanding burns more brightly. Restrictive systems are being challenged throughout the world; walls are tumbling down; and brave leaders stand before us as new symbols of freedom and hope.

It must be noted that over one hundred languages are spoken in the New York City Public Schools, and that almost half of the sixty thousand children attending kindergarten come from homes where a language other than English is spoken. As the research strongly supports the idea that children learn best when the home language is incorporated into the school environment, it is important that all kindergarten classrooms, not just ESL and bilingual programs, reflect home cultures in their instructional strategies. When children value their own individuality and cultural identity, they learn to appreciate and respect others as well.

It is with that goal in mind that *Children of the Rainbow* has been created. This manual provides direction and guidance for extending mutual understanding among children who come to our schools from every corner of the world. Through planned, developmentally appropriate learning experiences, a multicultural perspective has been integrated into all areas of the curriculum.

These pages contain a new focus and energy for tomorrow's community of adults, so that one day there can truly exist a global family. The children of today may indeed inhabit a better world tomorrow -- a world where all human beings are cherished for their inherent worth. Let us work together toward that time.

Nilda Soto Ruiz
Chief Executive for Instruction

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Dr. Evelyn W. Castro, Director, Early Childhood Education Unit, provided direct supervision of the development and review of the project.

Amy P. Appleman, Supervisor, Early Childhood Education Unit, coordinated the development of the material and the activities of the writing team, and reviewed the final manuscript.

The principal writers of the guide were:
Ruth Acevedo, Division of Bilingual Education
Deborah Bodrick, Teacher Specialist, Project Giant Step, District 19
Carmela Cohen, Director, Chapter 53 Screening Unit
Sherry Copeland, Early Childhood Supervisor, District 27
Micheline Duval, Resource Specialist, Bilingual Children's Project
Kathleen Fallon, Staff Developer, Educatonal Enrichment Unit
Margo Garrett, Special Education Teacher, P.S. 165, District 25
Carole S. Hinkelman, Coordinator, Comprehensive School Improvement and Planning, District 20
Caren Hirsch, Early Childhood Coordinator, District 26
Evelyn Linares, Resource Specialist, Bilingual Children's Project
Gloria Louie, Early Childhood Teacher, P.S. 1, District 2
Dr. Dorothy Mathison, Staff Developer, Project Child, District 15
Jean McPadden, Teacher Specialist, Project Giant Step, District 15
Christine Merritt, Early Childhood Teacher, P.S. 316, District 17
Geneva Officer, Staff Developer, Project Child, District 19
Cydney Palencia, Teacher Coordinator, Mommy and Me Program, P.S. 25, District 16
Dr. Dorothy Pita, Adjunct Assistant Professor, City College of New York
Myrta Rivera, Supervisor, Early Childhood Education Unit
Toby Rusgo, Supervisor, Early Childhood Education Unit
Claudia A. Shafto, Early Childhood Teacher, P.S. 222, District 22
Margaret Singletary, Early Childhood Staff Developer, District 4
Blanche Solomon, Staff Developer, P.S. 299, District 32
Sylvia Somerville, Supervisor, Early Childhood Education Unit
Maria Torres, Director, Bilingual Children's Project
Wanda Torres, Staff Developer, District 3
John Travers, Resource Specialist, Office of English as a Second Language
Theresa Van Exel, Early Childhood Teacher, P.S. 243, District 16

Special appreciation is extended to the following members of the Division of Instruction and Professional Development for their assistance in the preparation of this guide:
Irvin Barnett, Curriculum Specialist, Mathematics Unit
Renee Darvin, Director, Art Unit
Georganne DelCanto, Assistant Director, Office of Health, Physical Education, and School Sports
Ira Ewen, Director, Thinking Skills, Educational Enrichment Unit
Dr. Anthony Galitsis, Director, Science Unit
Ann-Marie Hudley, Director, Music Unit
John Kominski, Assistant Director, Science Unit
Rose Anne Mullaney, Resource Specialist, Office of English as a Second Lanuage

Dr. Paul J. Patane, Assistant Director, Art Unit
Elliot Salow, Director, Social Studies Unit
Sylvia Schecter, Director, Office of Health, Physical Education and School Sports
Dr. John G. Siolas, Program Specialist, Office of Program Planning, Implementation and Compliance
Barbara Slatin, Director, Educational Enrichment Unit
Steven Tribus, Director, Communication Arts Unit
Susan Zakaluk, Director, Mathematics Unit

The material in this guide was submitted to the following members of the educational community for review:

Antonia Carranza, Deputy Executive Director, Division of Bilingual Education
Evelyn Rivera Centero, Staff Developer, District 10
Dr. Yvonne DeGaetano, Educator, Author, Lecturer, Specialist in Multicultural Education
June Daniels Douglas, Education Administrator, Early Childhood Education Unit
Dr. Luis Nieves Falcon, Executive Director, 116th Street Block Association, NYC
Barbara Gerard, Office of Multicultural Education
Dr. Sharon Ann Gopaul-McNicol, Executive Director, Multicultural Educational and Psychological Services; Assistant Professor, St. John's University
Sonia Gulardo, Mayor's Office of Early Childhood Education
Lorrelle Henry, Assistant Director, School Library Services
Dr. Asa Hilliard, Fuller E. Callaway Professor of Urban Education, Georgia State University
Evelyn Kalibala, Director, Office of Multicultural Education
Chandra D. Llewellyn, Director of Education, New York Urban League
Patricia G. Ramsey, Assistant Professor of Psychology and Education; Director, Gorse Child Study Center, Mount Holyoke College
Dr. Aurea Rodriguez, Director, Office of Bilingual and Cultural Curriculum Services
Dr. Maria Rodriguez, Staff Developer, Division of Bilingual Education
Dr. Migdalia Romero, Associate Professor of Bilingual Education, Hunter College
Minerva Rosario, Coordinator, Early Childhood Programs and Director, Bilingual Education, Title VII, Hostos College
Dr. Christina Taharally, Department of Curriculum and Teaching, Hunter College
Eleanor Greig Ukoli, Assistant Director, Early Childhood Education Unit
Dr. Edwina Vold, Department of Professional Studies in Education, IndianaUniversity of Pennsylvania
Dr. Leslie Williams, Associate Professor of Education, Department of Curriculum and Teaching, Teachers College, Columbia University
Claudia Zaslavsky, Educator, Author, Lecturer
Phyllis I. Ziegler, Director, Office of English as a Second Language

The manuscript was prepared for publication by the Instructional Publications Department, Nicholas Aiello, Ph.D., Director; Alaire Mitchell, Assistant Director of Curriculum Research; Regina Paleski, Copy Chief; and Kent Beaty, Desktop Publishing Specialist. The book was edited and produced by Eileen Fitzpatrick. Patricia DePalo, Kim Valvera, Josephine Grady, and Oi Lee provided copysetting. Heidi Lanino designed the interior of the book. Illustrations were by Carmela Cohen, Daniel Baxter, and Diane Lightsey. Cover illustration was by Gloria Louie; photography was by Murray Nobleman and Dr. Lila Lasky.

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Inside the Guide

Children of the Rainbow is a comprehensive guide to planning and implementing a developmentally appropriate, multicultural kindergarten program.

Section I, *Introduction*, outlines the program and its philosophy, while providing a quick "snapshot" look at the five-year-old child.An important discussion on expanding multicultural perspectives includes questions for teachers to ask themselves and a listing of the over one hundred languages spoken by children in the New York City public schools.

Section II, *First Days*, provides strategies for a smooth start to the school year.Sample half-day and full-day schedules are included, as well as guidelines for planning and managing appropriate routines and experiences.

Section III, *Parent Involvement*, describes the vital home/school partnership, while offering suggestions for ongoing parental participation in the learning process. Specific recommendations are provided for parent-child home activities to support the school experience.

Section IV, *Bilingual Education/English as a Second Language*, reinforces the understanding that culture and language cannot be separated. This section contains vital information regarding the limited English proficient child and bilingual kindergarten programs, and provides strategies for teaching English as a second language.

Section V, *Creating a Learning Environment*, offers guidance in organizing and implementing the learning center approach. Included are techniques for establishing routines and using materials effectively. This section contains classroom checklists, sample room arrangements, and a listing of recommended supplies and equipment.

Section VI, *Enriching the Curriculum*, describes whole language methodology, and provides examples of appropriate fingerplays, poems, and nursery rhymes. Valuable trip experiences are discussed, along with the effective use of computers in the classroom.

Section VII, *A Multicultural Sampler*, provides a selection of culturally and linguistically diverse musical and literary materials which reflect the children's own backgrounds while extending awareness of other groups.

Section VIII, *The Interactive Teacher*, explores the teacher's role in guiding children's growth and development through verbal and non-verbal interactions. It provides representative classroom dialogues which reveal the teacher as listener and facilitator.

Section IX, *The Thematic Approach*, contains guidelines for theme planning and development, and includes a variety of appropriate learning experiences for the selected sample theme, *All About Me*. This section includes a discussion of language emphasis for the LEP child, and a comprehensive flow chart demonstrating the selected theme's impact on all curriculum areas.

Section X, *Partners in Learning*, outlines the importance of sensitive, caring adults in the educational lives of young children, and describes appropriate shared responsibilities of these team members. A guide for the administrator is included in this section.

Section XI, *Looking At Today's Children*, examines current societal pressures and problems affecting young children and the need for concerned adults to respond with commitment, support, and appropriate action where necessary. The importance of play to a child's well-being and healthy development is explored as well.

Section XII, *Assessment,* outlines informal and formal assessment procedures, and provides sample checklists for the teacher's use. Included in this section are discussions of children with special needs, the Chapter 53 Screening Program, and the Educational Enrichment Initiative.

Section XIII, *Current Issues,* examines contemporary thinking by educational theorists, researchers, and other members of the academic community. The section includes discussions of multicultural and developmentally appropriate education, the writing process approach, and whole language.

Section XIV, *Developmental Skills in the Curriculum Areas,* outlines expected skills and understandings appropriate to curriculum content on the kindergarten level.

Section XV, *Bibliography/Teacher Resources,* includes recommended books and other resources for children and the adults who work with them.

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SECTION I
INTRODUCTION

"In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again."

— James Agee

Program Philosophy

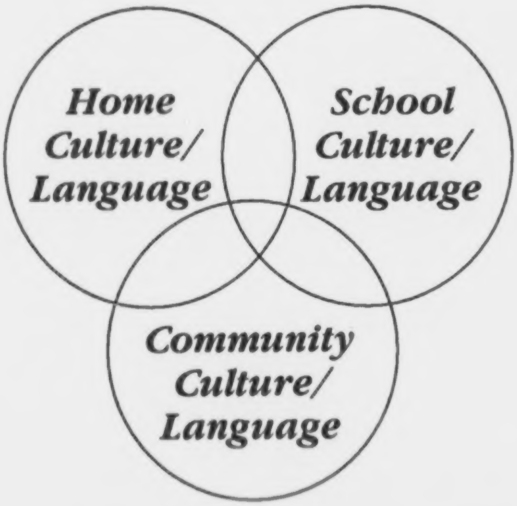
Beginning with their earliest moments of awareness, young children need to understand that there is beauty in diversity and that all human beings are worthwhile. Multicultural/multilingual education reflects these concepts, and the classroom provides the setting for extending them.

In the unique learning environment called kindergarten, children's widely differing needs, interests, and expectations are addressed. It is here, through personalized, developmentally appropriate learning experiences, that youngsters are encouraged to recognize and respect other groups and individuals while cherishing their own identity and self-worth.

Young children are so alike — and so different. Yet they are all eager to observe, investigate, and understand their world. The kindergarten program provides many exciting opportunities for exploration and discovery, while allowing children to:

- develop feelings of self-esteem, confidence, linguistic and cultural identity.
- share and appreciate the richness of their own backgrounds, languages, and cultures, as well as those of their peers.
- participate in the collective experiences of the group as a whole.
- accept an extended, enriched vision of the world about them.
- experience the growth of mutual respect and acceptance through appropriate work/play activities.
- recognize family and community as important resources for extending understandings.

By acknowledging, respecting, and celebrating diversity, the teacher recognizes the whole child, and can plan experiences which extend multicultural awareness. By understanding the similarities and differences of cultural groups, children learn that all people have the same basic needs, though they may respond to them in different ways. Parents and community members are vital components in the process, enhancing the kindergarten program with contributions from their own varied backgrounds. As the following diagram illustrates, the truly multicultural classroom consists of three overlapping elements which are inseparable:



Children represent society's commitment to the future. Their presence is a continual reminder that life is a chain of events, experiences, and traditions that pass from one generation to the next. Educators have a responsibility to nurture, cherish, and celebrate the unique qualities that make each child special. With this goal in mind, the role of the teacher is to:

- identify the different cultures and languages of the children in the classroom.
- plan appropriate activities for infusing a multicultural/multilingual awareness into all of the curriculum areas.
- ensure that the classroom environment addresses a wide variety of ethnic, linguistic, and cultural backgrounds through games, books, and other materials.
- model behaviors which demonstrate appreciation and respect for the contributions of many cultures.
- create an atmosphere in which individuality and diversity can be acknowledged and valued.

This curriculum guide reflects the position statement of the National Association for the Education of Young Children (NAEYC) by supporting high-quality, developmentally appropriate programs for all children — and their families. NAEYC's definition of developmental appropriateness encompasses a two-dimensional approach, age appropriateness and individual appropriateness, as follows:

1. **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development — physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
2. **Individual appropriateness.** Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children arises from the interaction that takes place between the child's thoughts and the child's experiences — with materials, ideas, and people. These experiences should match the children's developing abilities, while also challenging their interest and understanding.*

Five-year-old children enter school with varied experiences and expectations. Those who have had preschool experience may enter the classroom with grateful familiarity. Others test themselves and their new environment for signs of compatibility.

Teachers can be aware of the general developmental patterns that hold true for most children while simultaneously maintaining a focus on each individual child. It is important to appreciate that each child's personality is as unique as a fingerprint, but that all young children do share certain characteristics. Following is a quick "snapshot" look at the five-year-old child:

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* Adapted from *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, Sue Bredekamp, Editor. National Association for the Education of Young Children, 1988, Washington, D.C.

Five-year-olds are discovering the world around them and are bent on exploring every bit of it. They have a limited awareness of time and space and live in the here and now. They are not interested in next week, next month, or next year. Their concern is with what is going on this minute — right here!

Their energy is boundless; they are aware of their growth and increasing autonomy. They run, jump, hop, and climb, and can sit still for only short periods of time. However, they are able to work for extended periods at projects in which they are especially interested.

They are beginning to develop control of their small muscles. Although they may be able to draw, tie bows, and fasten buttons, many fives still cannot manage the fine details of writing, sewing, and handling small objects.

Five-year-olds like to create a world which they are able to control. They enjoy the world of make-believe, but sometimes have difficulty distinguishing between fantasy and reality. Their imaginary worlds can assume aspects of reality, while home and community life are reimagined in the world of play. Dramatic play, a natural part of five-year-old life, helps children to sort out differences between their reality and fantasy worlds.

Fives are primarily interested in themselves and have strong feelings of possession. They generally will not share their things spontaneously, but will do it to please the grown-ups around them. "My" and "mine" are among the favorite words in everyday use.

They love to talk, and often say the same things over and over. They try out new words and expressions while relating simple events. This helps them build vocabulary and begin to develop greater linguistic flexibility.

Five-year-olds seek praise and approval. Very often they are "good," not because it pleases them but because they seek approval. They have discovered that adults praise "good" children.

Curious five-year-olds need to engage in direct and concrete experiences. These experiences give them opportunities to observe, to explore, to make hypotheses and generalizations. They must be able to integrate these experiences with the things they already know in order to formulate new concepts and new ideas.

The five-year-old child:
- likes to be near/next to other children, but does not necessarily interact with them.
- likes to work and play in small groups.
- shifts from one group to another.
- gives evidence of well developed gross motor activity.
- thrives in the "here and now."
- learns from first-hand experiences.
- learns through play.
- is not ready to sit at a table or in a circle for long periods of time.

Kindergarten children are characterized by activity, curiosity, and eagerness to explore. They love to talk. They like to listen to stories. They enjoy being read to and may want to hear the same story over and over. They do not particularly like to listen to other children, but as the year progresses, they begin to understand that listening and speaking are two sides of the same coin. Books interest them, and they often pretend to read. They are interested in solving problems, manipulating materials, dramatizing, and creating. They like experiences in science, and numbers fascinate them.

Kindergarten children like to explore the way things work, how they feel, how they move. They enjoy measuring, matching, pouring, and squeezing. They take pride in work well done, but will crush or crumple their handiwork if it is not to their satisfaction. Five-year-olds are delightful — active, friendly, and appreciative.

These appropriate learning experiences are vital to the infusion of a multicultural perspective throughout the kindergarten program. "The misconception that multicultural education is a set of activities added on to the existing curriculm needs to be reexamined. Multicultural education embodies a perspective, rather than a curriculum." This perspective is achieved through the ongoing focus on individual self-esteem, along with respect and caring for others.

• Patricia G. Ramsey, "Multicultural Education in Early Childhood," *Young Children*, 37, no. 2 (Jan. 1982), pp. 13-24.

Program Overview

The developmentally appropriate kindergarten is based on child-relevant experiences which enlarge the children's world, while at the same time stimulating their thinking and fostering intellectual development. The key to building an integrated curriculum is to include a variety of content areas in each learning experience, as opposed to the use of fragmented components. Hands-on activities, through which children can explore and deepen their understanding of the world, are the core of the curriculum. Reading, language, mathematics, science, music, and art are interwoven with many cultural and ethnic experiences. Children observe, ask questions, and develop specific skills, concepts, and competencies.

The classroom is organized into learning centers — efficient work spaces that provide flexible physical space for organizing materials around a common theme. The centers offer stimuli for discussion and conversation among the children working together. They also provide the teacher with opportunities to hold individual conferences or small group sessions with some of the children while others are appropriately engaged elsewhere in the room.

Class meetings, activity charts, and written messages enable children to plan, participate in classroom management, make choices, and accept responsiblity. The teacher creates a classroom environment that includes space for quiet activities as well as movement; materials that invite experimentation; and a stimulating yet relaxed climate in which children learn cooperation and trust.

Children are encouraged to expand their vocabulary daily, to develop new concepts, and to appreciate literature. Writing is introduced as an integral part of communication, a form which indicates that each one's ideas are important and can be passed on to others. Early writing might include drawing pictures that "tell" a story, printing one's own name, or preparing signs for a blockbuilding project.

Adults in the program design a wide range of group projects and experiences, and assist children in talking about them. Oral expression is encouraged, both in English and/or the child's native language, where appropriate. Children's dictated stories are written in "blank books" or recorded on tape cassettes. Through group activities, which provide the basis for shared, cooperative experience charts, children can develop a common vocabulary. This vocabulary, reflecting concepts developed in many curriculum areas, can then be used to expand themes and instructional activities.

Throughout the school year, the teacher assesses children's progress on an individual basis, as well as the implementation of the program as a whole. The teacher reviews, revises, and restructures, using documented observations, samples of work, and periodic checklists. Individual pupil folders are maintained and shared with parents and staff members.

Parents come to school with their children. When they are encouraged to become involved in the learning experience, everyone — child, teacher, and parent — will benefit. This on-going communication between parent/caregiver and teacher is a critical factor in fostering positive attitudes toward school, building school-related successes, and expanding awareness of other groups and cultures.

The kindergarten program emphasizes whole-child development, highlighting a multicultural instructional component that maximizes:

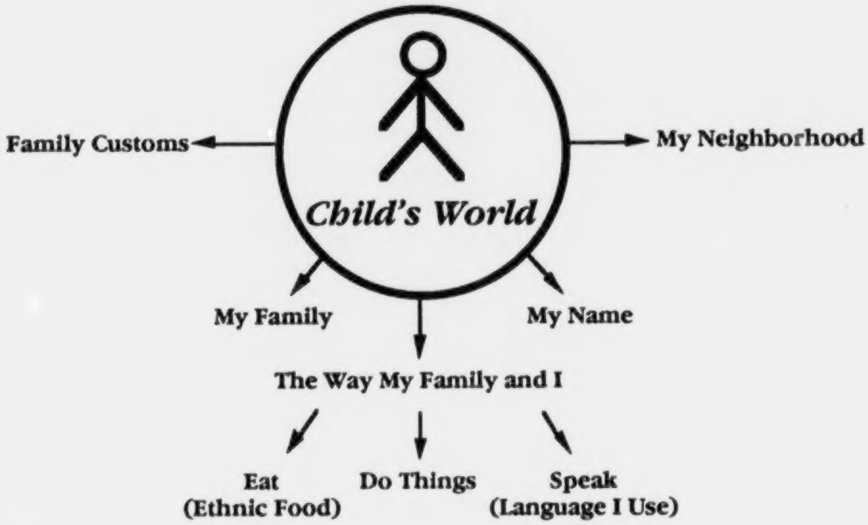
- knowledge of the community.
- communication arts and mathematics skills required for academic success in the primary grades.
- skills in social interaction with peers and adults.
- positive attitudes toward learning.
- good basic work and leisure habits.
- sound health practices.
- preferences and tastes for nutritious foods.

In this developmental, experiential program, children are encouraged to grow in curiosity, self-direction, determination, friendliness, cooperation, and responsiblity.

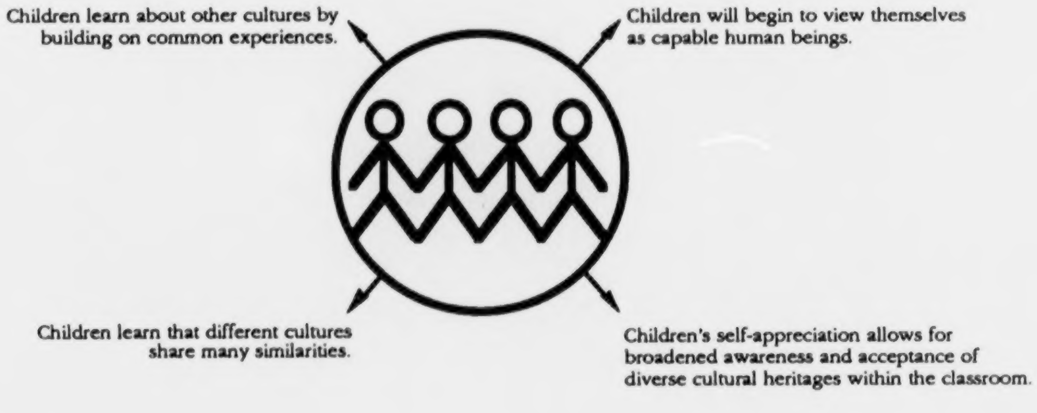
Dr. Martin Luther King, Jr. believed that all of today's children are living in a "world house," a dwelling-place for the entire human family to live together in dignity. Society, as represented by the learning environment, must reflect this concept with awareness and sensitivity, providing children with a base of positive experiences. When all individuals are one day treated with mutual respect, understanding, friendship, and love, there will truly exist in the global community a world house as envisioned by Dr. King. In the kindergarten classes of today, the foundation is being strengthened for that peaceful dwelling-place of tomorrow.

Expanding the Multicultural/Multilingual Perspective

The kindergarten program presents children with a broadened view of their world. Because every child starts school with a wide variety of experiences, habits, attitudes, and values acquired from the early years at home, every child feels like the center of the entire universe!


Child's World
Family Customs
My Neighborhood
My Family
My Name
The Way My Family and I
Eat (Ethnic Food)
Do Things
Speak (Language I Use)

The teacher's role is to develop and expand the five-year-old's personal concept of the universe, using a multicultural perspective. This approach is equally important when the class population is monocultural/monolingual.



Children learn about other cultures by building on common experiences.

Children will begin to view themselves as capable human beings.

Children learn that different cultures share many similarities.

Children's self-appreciation allows for broadened awareness and acceptance of diverse cultural heritages within the classroom.

Reflections for the Teacher

Most children view their teachers as positive role models, and their behavior in class often imitates the adult behaviors which they have observed. Before preparing to create a multicultural learning environment, the teacher might wish to consider the following questions:

- What positive qualities do I possess?
- What stereotypes have I noticed being accepted in everyday life?
- What can I learn about each child's culture/language through my observations?
- What are the cultural resources in the school/community?
- What makes me proud of my own cultural/linguistic heritage?
- What evidence of multicultural, multilingual, and multiracial education can be found in library books, supplies, and materials within my classroom?
- Is my classroom flexible enough to allow for different learning styles?
- How do I capitalize on parent resources to complement the focus on multicultural education?
- How do I feel about my own heritage?
- Do I observe and assess children objectively, without cultural or linguistic bias?
- Do I allow children opportunities to engage freely in work and play experiences, and to solve problems when they arise?

Celebrating Diversity

Culture and language cannot be separated, and it is helpful to be aware of the over one hundred languages spoken by children in the New York City public schools:*

Afrikaans
Albanian
Amharic
Amoy
Arabic
Armenian
Assamese
Azerbaijani
Balante
Bambara
Belorussian
Bemba
Bengali
Brahui
Breton
Bulgarian
Burmese
Catalan
Cham
Chinese
Czech
Danish
Dari/Farsi
Dutch
English
Ewe
Fanti
Finnish
French
Ga
German
Greek
Guarani
Gujarati
Gurma
Haitian-Creole
Hausa
Hebrew
Hindi
Hungarian
Ibo
Indonesian
Italian
Japanese
Kanarese
Karen
Khmer
Khowan
Korean
Kpelle
Kurdish
Lao
Luo
Macedonian
Malagasy
Malayalam
Malay Mossi
Maltese
Maraghi
Nepali
Nyanja
Oriya
Papiamento
Pashto
Polish
Portuguese
Provencal
Punjabi
Rajasthani
Romanian
Romansch
Rundi
Russian
Samoan
Scots Gaelic
Seneca
Serbo-Croatian
Seri
Shluh
Sindhi
Sinhalese
Slovak
Somali
Spanish
Sundanese
Swahili
Swedish
Tagalog
Tamil
Telugu
Thai
Tibetan
Tigre
Tigrinya
Tuareg
Turkish
Turkmen
Twi
Ukrainian
Urdu
Uzbeck
Yiddish
Vietnamese
Yonba
Yoruba

Understanding basic elements of a child's culture and language, and providing support, will enable teachers to make each child feel welcome and secure. The following examples highlight some variations that teachers may observe in children from diverse backgrounds:

- In traditional Hispanic cultures, little or no eye contact when speaking to elders is a sign of respect.
- In traditional Asian cultures, the head is considered holy and should not be touched or patted.
- In Haitian cultures, using the given or family name is not as great a sign of respect as using a title, such as "teacher."
- In Indo-Chinese cultures, gesturing with a crooked finger pointing upward, to indicate "come here," is used only for animals. The gesture to people is with four fingers pointing downward.

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* *Facts and Figures: Answers to Frequently Asked Questions About Limited English Proficient (LEP) Students and Bilingual/ESL Programs — 1988-90* (New York: New York City Board of Education, Division of Bilingual Education, 1989).

The kindergarten program provides many experiences to help five-year-olds develop a positive self-image and realize their full potential. It is important that the staff:

- use teaching materials and books (in the children's native languages, when appropriate) which depict both males and females in nurturing roles.
- encourage children to choose from a variety of occupational roles and props as they work/play.
- provide time for both boys and girls to engage in active and quiet play.
- create nonsexist interest areas with equal activities for boys and girls.
- avoid sexism in assigning tasks. ("Girls don't drive trains.")
- avoid sexist language and phrases. ("Mary is a tomboy." "Boys are not nurses." "Tamika, that is not ladylike behavior.") Sexist language can be avoided by using such titles as:

  police officer
  mail carrier
  firefighter
  flight attendant
  sanitation worker
  delivery person

- allow boys and girls to participate in all physical activities they enjoy in order to become strong and physically fit.
- encourage respect and friendship between girls and boys.
- place nonsexist games, puzzles, toys, and manipulatives on the shelves in the classroom.
- allow both boys and girls to exhibit a full range of emotions. Avoid language that inhibits emotional expression. ("Boys don't cry." "Marcos is acting like a sissy.")
- arrange trips that will expose children to career role models engaged in nontraditional jobs.
- extend awareness of the handicapped through stories, films, classroom visitors, and other appropriate activities. Children will learn about alternative ways in which some people participate in life experiences, such as through the Special Olympics or by using "kneeling" buses.

The kindergarten curriculum incorporates home and community, and is purposefully committed to mutual awareness and understanding. Throughout the school year, perspectives are broadened through ongoing, planned, and developmentally appropriate experiences which reinforce the intrinsic value of all human beings.

SECTION II
FIRST DAYS

"What kind of walk shall we take today
Leap like a frog? Creep like a snail?
Scamper like a squirrel with a furry tail?

• • •

"We could even try a brand new way—
Walking down the street
On our own two feet."

—Eve Merriam

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Before the Children Arrive

Pre-session days in September allow time for planning the classroom environment. Welcoming signs and posters are displayed, and bulletin boards are decorated with cheerful colors in anticipation of the children's work.

New teachers, or those who have been transferred to a new school, will want to familiarize themselves with the building's physical layout and with the school organization (names of teachers, administrators, and other staff members). Both new and experienced teachers need to review and update school regulations, such as those which involve:

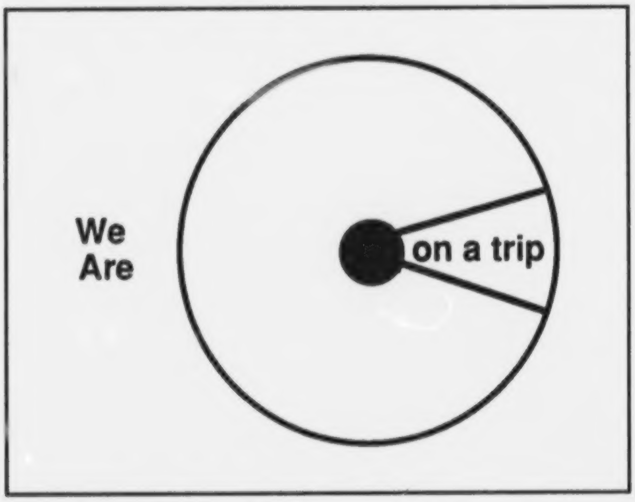
- assigned entrances and exits
- routines for arrival and dismissal
- attendance requirements
- emergency/fire drill procedures.

These "pre-children" days also enable the teacher to complete necessary clerical work and plan for effective recordkeeping. When paperwork is organized efficiently, teachers are free to spend more time with the children. One suggestion is to use different-colored folders for such items as:

- school notices and announcements
- letters from parents
- dental and absence notes.

Many teachers use this time to prepare the various forms, charts, and folders that they will be using during the school year. Check-off lists are another practical device. They are helpful for keeping track of borrowed library books, bus assignments, and other important information.

These days are also convenient for preparing program cards and other required information for the classroom door. The teacher may wish to design a "Where Are We?" sign, using two paper plates connected to a sheet of construction paper with a two-pronged fastener. The top plate has a wedge cut out and, when rotated, it reveals possible class locations written on the bottom plate:



Tips for the Early Days

- Bring a plant or two from home to brighten up the classroom.
- Meet with a buddy teacher. Share ideas, plan trips, and ask questions!
- Begin to keep and use a pocket calendar/diary.
- Try out several different floor plans — and be prepared to make changes after the children come.
- Check and color-code your keys.
- Have plenty of picture books available for children to "read" on the first day.

Planning

The kindergarten program offers children many wonderful opportunities to begin to acquire the concepts, knowledge, and skills which they need to build a foundation for later learning and for a successful school experience.

Some children arrive with school experience; for others, kindergarten marks their first introduction to a large social group. Five-year-old children are very energetic, have short attention spans, and are just beginning to develop small muscle control. They tend to be possessive; sharing materials in the classroom can be very difficult for them. The teacher considers these factors when planning the kindergarten program.

The classroom is organized before the children enter: the centers are arranged; the bulletin boards are decorated and ready for their work; materials are in place and stored so as to be readily accessible to them.

Name tags can be made for each child. Children enjoy reading their names, and those of their friends, on signs, labels, and charts.

Parents are notified about classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans, and any other special school regulations. This information can be mailed to the parents before the start of school or sent home with children the first day. Teachers plan for ongoing parent communication through notices on a bulletin board in the classroom and/or periodic newsletters sent to the home. Where a language other than English is spoken in the home, all written communication should be appropriately translated.

The sample daily schedules found in this section reveal how a typical day is planned, alternating quiet activities with more active periods, in response to the developing five-year-olds' needs. In the beginning, the daily routines are unvaried in sequence but varied in content; children are more comfortable and reassured with such scheduling.

There should always be some provision for special events that occur, such as children's birthdays, cultural celebrations, and class trips. A "school tour" to acquaint children with the building may be planned early in the year. (NOTE: Teachers should be aware that members of some religious denominations do not celebrate birthdays and holidays, and should address the issue, when it arises, in accordance with the parents' specified wishes.)

Cooperative planning with the cluster (paired) teacher and classroom paraprofessional, parent/community volunteer, or student teacher is ongoing. Provision should be made to capitalize on the short quiet times during the school day to share observed child behavior and to plan for individual children's needs.

It is especially important for kindergarten teachers to be sensitive to the particular needs and talents of the children. This enables teachers to be aware of each child as an individual, unhampered by stereotyped notions of race, sex, religion, color, national origin, or handicapping conditions.

Frequently, stereotypes can be unintentionally or inadvertently introduced and perpetuated in school by such factors as unquestioned acceptance of "traditionally appropriate" sex roles, and teaching materials and bulletin boards that reinforce social bias. For example, a lack of representation in the learning environment of the wide spectrum of races, of physically challenged people, and of senior citizens has the effect of denying the existence of these individuals. Teachers are urged to take these factors into consideration in selecting teaching materials and in organizing the classroom.

Because of the subconscious origin of stereotyping, it is particularly recommended that teachers review their use of language and methods of teaching. For ideas on techniques, and for sample materials that promote equity, teachers are invited to visit or telephone the Office of Equal Opportunity, Room 601, 110 Livingston St., Brooklyn, NY 11201; (718) 935-3602.

The Teacher's Plan Book

The teacher's plan book is a personal way to organize the learning environment efficiently. It gives the teacher a means of communicating with others, putting a philosophy into practice, organizing time, and thinking about what materials and supplies will be needed. It is important to plan in advance, and to become familiar with appropriate resources. This framework promotes a sense of confidence, and allows the teacher to see that there are many possibilities for expanding, integrating, and differentiating within the curriculum.

The plan book is used to guide the teacher in achieving short- and long-term objectives. A listing of school/district goals may be included for reference. Planning helps clarify the effective distribution of active and quiet learning experiences, as well as time spent on direct instruction. Sizable segments of each day are available for work in the learning centers. Programs are organized in blocks of time around related activities and experiences. An integrated program using themes and overlapping curriculum areas can be planned for accordingly.

Plans need to be flexible enough for the classroom teacher to use, change, modify, and adapt throughout the week as unexpected situations arise.

Once plans have been committed to writing, the teacher is assured of the content to be covered, knows what instructional materials are needed for the following week or month, and can see an overall pattern emerging. Research texts, booklets, reference books, maps, magazines, and other materials will be collected as needed. Trips can be planned to coincide with current themes, and books relating to specific themes can be placed in the library and read to the class. Well-organized and successful teaching is dependent, to a large extent, on careful planning.

Purpose of the Plan Book

- The plan book assists all of the following personnel:
    - — the classroom teacher: in using time, material, and energy wisely and for assessing children's progress.
    - — the cluster teacher: in assuming responsibility for the class during the teacher's preparation period.
    - — the substitute teacher: in assuming responsibility for the class when the teacher is absent.
    - — supervisor: in understanding the program planned for the children.

Plan Book Format

- A large book should be used. Many teachers find that a loose-leaf book allows for flexible planning.
- Index tabs or gate leaves eliminate the need to rewrite topic headings every week.
- The following information can be recorded in the back of the book:
    - — sources for poems, stories
    - — sources for songs and music
    - — sources for games

- curriculum bulletins used
- resources in the community
- daily schedule
- weekly preparation periods
- data regarding trips (addresses, telephone numbers, contact persons)
- lists of materials reflecting diverse racial, cultural, and linguistic groups:
  - realia
  - illustrative materials: photographs of children and adults engaged in activities; filmstrips; posters
  - manipulatives: building toys, games, puzzles
  - art materials: paint, crayons, chalk, clay, paper, cloth, wood

Selecting Themes

Themes and related learning experiences may emerge from any of the following: social studies topic, class interest, group need or experience, season or special festival, relationship to previous learnings, ongoing curriculum activities.

Planning for Ongoing Activities

Learning Centers

- Plan appropriate learning center activities related to current themes. Suggestions might include playing "matching" games using family photographs, or building models of structures found in the community using blocks and empty cartons.
- Establish and reinforce routines for Center Time, such as using materials appropriately and storing them carefully.

Outdoor Play Activities

- Plan for use of play equipment, such as hula hoops, large balls, a balance beam, bean bags, to develop motor coordination and gross motor skills.
- Teach games like "Squirrels in Trees"* to develop listening skills, vocabulary development, and social skills:

Squirrels in Trees

Groups of three players form a hollow tree. Inside each tree, a fourth player is a squirrel. Only one squirrel may occupy a tree at any time.

There are two (or more) squirrels without trees. At a signal from the teacher, all squirrels must find new trees.

Provide opportunity for all children to be squirrels. Provide a large enough playing area.

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* *Physical Education: A Movement Approach* (New York: Board of Education of the City of New York, 1979) p. 20.

Trips

- Organize trips within the school or community (give date, destination, purpose of each), such as a trip to the park to observe different kinds of families having fun together.
- Prepare trip boards for children to use in gathering information.

Assessment

- Check off the activities completed in the weekly plan.

Log (Unplanned Experiences)

- Enter experiences and activities that were not planned, for example, a butterfly flying into the classroom.
- Record outstanding happenings, such as a child losing two teeth in one day.
- Record unusual individual responses from the children.

Planning Checklist

Do you ....?

- ✓ incorporate an appropriate multicultural/multilingual perspective into all of the classroom experiences, including the selection of books, records, and other materials?
- ✓ plan opportunities for the children to make choices and decisions?
- ✓ include the classroom paraprofessional and other support personnel in planning, and confer with them regarding the plan?
- ✓ develop activities around a current interest or theme?
- ✓ build on children's previous experiences?
- ✓ carefully evaluate the experiences and materials to be used and select those which are developmentally most appropriate?
- ✓ plan a relaxed, unhurried school day with easy transitions from one activity to the next?
- ✓ alternate the scheduling of active and quiet activities?
- ✓ maintain a balance of individual, group, and whole class activities?
- ✓ provide an opportunity for rest or quiet times each day?
- ✓ include time each day for planning and evaluating the day's work?
- ✓ schedule a daily snack?
- ✓ provide an opportunity for daily outdoor play when weather permits?
- ✓ include frequent, well-planned trips in the school and community?

Sample Schedules

The First Half Day—Sample Day

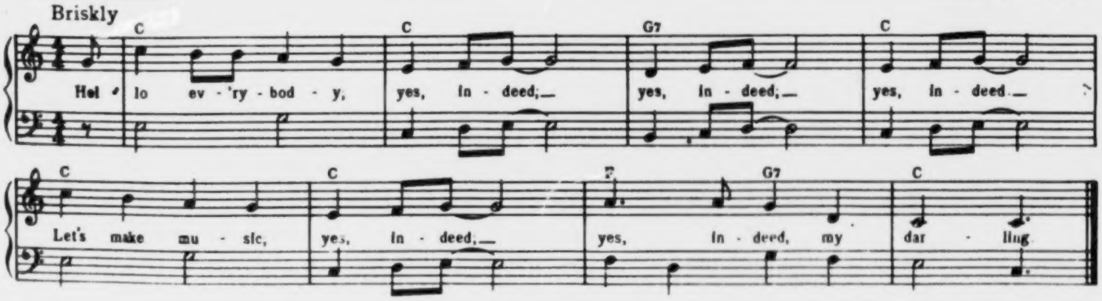
The teacher greets the children and parents, gives the children their name tags, and invites them into the classroom. The children put personal belongings in the place designated for them by the teacher. They select a book while waiting for the other children to arrive. The children are then asked to sit near the teacher. The children listen and learn the teacher's name. They listen as the teacher greets each one by name. They stand when they hear their own names. This helps them to learn the names of their classmates, and to feel as if they belong in this strange new place. They are encouraged to talk about themselves.

The teacher may wish to use a puppet to help introduce the name song, "Hello, Ev'rybody, How Are You," to the tune of "Hello, Ev'rybody, Yes Indeed."*

HELLO, EV'RYBODY

EUNICE HOLSAERT

CHARITY BAILEY


Briskly
C
C
G7
C
Hel - lo ev - 'ry - bod - y, yes, in - deed; yes, in - deed; yes, in - deed.
C
C
F
G7
C
Let's make mu - sic, yes, in - deed; yes, in - deed, my dar - ling.

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* From: *Sing A Song with Charity Bailey* (New York: Plymouth Music Co., Inc., 1955), p.1.

This helps create a calm and pleasant atmosphere. Next, the teacher substitutes each child's name for the word "ev'rybody." For example, "Hello, Maria, how are you? How are you? How are you? Hello Maria, how are you? How are you today?" After all the names have been sung, the teacher talks about some of the activities in kindergarten, such as playing with toys, snack time, and story time. The children are invited to visit the learning centers. Children are introduced to the following centers: Blockbuilding, Housekeeping, Library/Listening Center, Games and Puzzles, and the Writing Center. The children can move freely from one activity to another, perhaps to join a friend or to explore new materials. The teacher and/or assistant circulates among the children, talks to them, assists them in completing a puzzle, and prints their names on artwork. The teacher is particularly aware of any child who appears to have a physical problem, such as difficulty in hearing, as well as noting those children who have not previously participated in a large group experience and need reassurance.

Approximately ten minutes before snack time, the teacher quietly walks to the individual centers and tells the children that in a few minutes everyone will have a snack. Children are helped to assume responsibility for putting all their materials away. At this time, the teacher shows, for example, how to put the dolls and utensils away in the Housekeeping Center.

As the children get ready for snack time, some may wish to use the bathroom. The teacher demonstrates the proper way to wash and dry hands. Children are encouraged to help distribute the napkins, juice, and snack, for example, peanut butter and crackers. Snack time allows children to converse, share observations about the learning centers, learn social skills, and taste new foods. Children help clean up, and then they learn a new fingerplay: "On My Head."

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap — one, two, three.

The teacher invites children by name or table to come to the large area. Music is played and children walk and move freely. The teacher asks the children to stop moving whenever the music stops.

Next the teacher asks the children to sit nearby in a circle and look at a large picture book. The teacher proceeds to tell the story. The children interpret the pictures and discuss the story. They talk about what happened first, what happened next, and so on.

Before dismissal, the children are encouraged to talk about their day and make plans for the following day. Name tags are put in their special place, for example, on a large posterboard tree. Children may wish to take their artwork home.

A good-bye song to the tune of "Hello, Ev'rybody" is sung at dismissal.

Sample Schedules

First Half Day

Time Frame	**Activity**	**A Time For:**
8:40 - 9:00	Greet Children and Parents Individually	Giving each child a name tag, with colorful picture or design on it to aid in recognition.
9:00 - 9:30	Direct Instruction Activity	Learning own name, other children's names, and teacher's name. Discussing names of children. Singing children's names, to the tune "Hello, Ev'rybody." Discuss the day, weather.
9:30-10:15	Introduce Learning Centers	Children explore following centers: Library/Listening Housekeeping Games and Puzzles Writing (paper and crayons) Blockbuilding (Limit the number of blocks available)
10:15-10:45	Prepare for Snack Time; Snack	Introducing routines for distributing juice, snacks. Snack: peanut butter and crackers.
10:45-11:00	Fingerplay	"On My Head"
11:00-11:30	Active Period	Rhythms: walking, clapping, moving to music.
11:30-11:50	Story Time	Reading brief story, using large picture book. Discussing story.
11:50	Prepare for Dismissal	Putting name tags away. Talking about the day's activities and planning for the next day.
12:00	Dismissal	

Tip: In the beginning, limit the number of children and quantity of materials at each center.

NOTE: If lunch is served to the children on the first few days, snack can be omitted, or served during the early part of the morning.

Sample Schedules

Second Half Day

Time Frame	**Activity**	**A Time For:**
8:40 - 9:00	Greet Children and Parents	Children taking their name tags, selecting and looking at books.
9:00 - 9:30	Direct Instruction Activity	Following directions. Children learn to respond to signal for attention. Teacher may use a chord on the piano, a triangle, a hand signal, or briefly turn the lights off and on. Discussing day, weather.
9:30-10:15	Center Time	Reviewing routines. Children work at various learning centers. Teacher adds new picture books to the Library/Listening Center; leads a discussion about a new puzzle.
10:15-10:45	Prepare for Snack Time; Snack	Reviewing routines for distributing juice, snacks. Snack: sliced oranges and raisins
10:45-11:00	Fingerplays	Reviewing "On My Head." Learning new fingerplay. See below.
11:00-11:30	Active Period	Rhythms: children move to music - walking, clapping, jumping, marching.
11:30-11:50	Story Time	Teacher reading a story; asking questions, listens to responses.
11:50	Prepare for Dismissal	Reviewing routine for putting name tags away. Talking about the day's activities.
12:00	Dismissal	

A Little Ball

Sample Fingerplay

A little ball	(Make circle with index finger touching thumb)
A bigger ball	(Make a circle with fingers of both hands touching)
A great big ball I see.	(Then make a circle with arms, fingers on both hands touching.)
Let us count together, One, two, three.	(While counting, make all three circles, one after the other.)

Sample Schedules

Third Half Day

Time Frame	Activity	A Time For:
8:40 - 9:00	Greet Children and Parents	Children taking their name tags; looking at books
9:00 - 9:30	Morning Routines; Direct Instruction Activity	Singing name song ("Hello, Ev'rybody"). Discussing day, weather. Learning to walk with partners.
9:30-10:15	Center Time	Children working in learning centers. In the Library/Listening Center, teacher encourages children to "read" a story from the picture books.
10:15-10:45	Prepare for Snack Time; Snack	Reviewing routines. Children distribute napkins, placemats, juice, snack. Snack: raisin bread and cheese
10:45-11:00	Fingerplays	"On My Head" "A Little Ball"
11:00 - 11:30	Active Period:	Rhythms: walking, clapping, jumping to music. Introduce new game: "Punchinello" see below.
11:30 - 11:50	Story Time	Reading brief story; discussing with children.
11:50	Prepare for Dismissal	Talking about the day's activities; planning for next day.
12:00	Dismissal	

Punchinello

Sample Game

Children form a circle. One child is selected to stand in the center, while the others sing or chant:

What can you do, Punchinello, funny fellow,
What can you do, Punchinello, funny you?

Child who is "Punchinello" selects an action to do, such as clapping or jumping. The others imitate, while singing/chanting:

We can do it too, Punchinello, funny fellow,
We can do it too, Punchinello, funny you!

Game continues as children take turns standing in the center.

Sample Schedules

Fourth Half Day

Time Frame	Activity	A Time For:
8:40 - 9:00	Greet Children and Parents	Taking name tags, selecting and looking at books.
9:00 - 9:30	Morning Routines; Direct Instruction Activity	Singing name song to a new tune: "Happy Birthday." Discussing day, weather. Introducing name cards and name chart. Help children to find their own name cards from those spread out on floor to place in chart pockets.
9:30-10:15	Center Time	Children working in various centers. Teacher discusses new table game: pegboard and pegs.
10:15-10:45	Prepare for Snack Time, Snack	Reviewing routines. Children distribute napkins, placemats, juice, and snack. Children identify snack ingredients: pears, pineapple, peaches. Snack: fruit salad.
10:45-11:00	Fingerplays	Reviewing familiar fingerplays. Learning new one. See below.
11:00 - 11:30	Active Period	Rhythms: Move to music, walk, clap, jump. Review how to form a circle. Review "Punchinello."
11:30 - 11:50		Teacher reading a brief story to children; asks children questions about the story and elicits responses from them. Sample questions: - What is the name of the girl in the story? - What was she doing?
11:50	Prepare for Dismissal	Discuss one or two activities of the day. "What happened?" "When?"
12:00	Dismissal	

Open, Shut Them

Open, shut them Open, shut them	(Alternate opening and closing fists accordingly)
Give a little clap.	(Clap them)
Open, shut them Open, shut them	(Alternate opening and closing fists again)
Place them in your lap.	(Fold hands in lap)
Creep them, creep them Creep them, creep them	(Starting at stomach, "creep" fingers of both hands upward towards chin)
Right up to your chin.	(Rest fingers on chin)
Open wide your little mouth	(Open mouth wide)
but do not let them in.	(Quickly hide fingers behind back)

Sample Schedules

The Full Day Program —Sample Day

The teacher greets the children and parents, then helps the children put away belongings and find their name tags on the classroom name tree (or other special place). Children select a book or puzzle while they wait for their classmates to arrive. They are then asked to sit near the teacher to begin the day's activities.

The class meeting allows time for discussing the day, weather, and special events. Group may talk about a new toy, a new book, or their planned trip to become acquainted with the school building. A Direct Instruction Activity involving auditory discrimination may be introduced to help children recognize familiar sounds.

The children sing the "Good Morning Song" and observe and count the name tags that are still on the name tree, indicating those children who are absent. They count the name tags to determine how many are absent.

The teacher invites the children, one by one, to work in the learning centers. While other children are involved in the various centers, the teacher uses this opportunity to work with a small group on a special project, such as slicing bananas for a class snack later in the day. The teacher then visits the children in the other learning centers.

After clean-up, the children share some of their work in the learning centers. They learn a new fingerplay: "I Wiggle My Fingers."

I Wiggle My Fingers

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

It is now time to play outdoors. Climbing equipment, balls, and jump-ropes are used.

When the children return to the classroom, it is time for lunch. The teacher discusses the menu and shows pictures of the foods that will be served. The children learn to identify the foods. They all wash and dry their hands. They sing a fingerplay with the cluster teacher, who has arranged to join them during lunch. They go to the lunchroom where the table is set and their trays of food are already on the table. The cluster teacher helps the children open the milk containers. They discuss the food, where it comes from, and why it is important for us to eat good food. They talk about why and how we use napkins. While the children are eating, the teacher plays a guessing game called "Who Can Guess what I'm Thinking of?" For example: "I'm thinking of something in a cup. The color is orange and it tastes very good. Who can guess what I'm thinking of?" The guessing game is used for identifying children as well as foods. ("I'm thinking of someone who is wearing a red ribbon and who likes to sing. Whom am I thinking of?")

The children assume responsibility for emptying their trays and then return to the classroom where they listen to soft music. Some lie down on mats or blankets, while others look at books.

The classroom teacher returns and the children get ready for their trip through the school building. They discuss some of the things they plan to see. After returning from the trip they talk about their experience: their visit to the main office, the library, the lunchroom, the art room. The following Direct Instruction Activity takes place:

Direct Instruction Activity

- In anticipation of the trip the teacher has prepared a set of pictures directly related to the theme. The pictures are mounted on construction paper and placed in a picture file.
- The teacher plans a simple experience chart. The teacher elicits responses from the children to the questions: "Where did we go?" "What did we do first?" "What did we see?"
- Teacher shows the children appropriate illustrations from the picture file. The children choose pictures that illustrate what they did first, next, and last. The illustrations are placed next to the sentences on the experience chart.

It is now snack time; the routines that were established for snack time are followed. Children help distribute the juice, napkins, and snack. They count how many cups they need for each table, how many napkins. They sing a fingerplay, and they discuss the snack food. (They will be eating sliced bananas prepared in the morning by some of the children.)

After clean-up children are asked to form a circle, and then move to different rhythms: walking, clapping, etc. This is followed by story time as the children sit around the teacher. The story is read and discussed; the sequence and pictures are interpreted.

Before they are dismissed the children talk about the day's activities, and which they liked the best. The teacher introduces an activity for the next day. Children's work is distributed. The teacher asks some children to bring a favorite book or toy from home the next day to show to the others. Name tags are put in the designated place.

The teacher then follows the school procedure for dismissal.

Sample Schedules

First Full Day

Time Frame	Activity	A Time For:
8:40 - 9:00	Arrival, Informal Conversation Class Meeting	Children to look at books while awaiting classmates. Teacher uses transitional verses to assemble group at meeting circle. Children discuss the day, date, and weather, and plan the day's activities.
9:00 - 9:15	Direct Instruction Activity	Sound Game—Auditory Discrimination. Children will identify sounds with their eyes closed (bell ringing; hands clapping).
9:15-10:15	Center Time	Children to work at learning centers, including the following: Blockbuilding; Library/Listening; Writing; Art; Housekeeping; Games and Puzzles; Science; Mathematics.
10:15 - 10:30	Discussion Fingerplay	Work at various learning centers to be shared and displayed. New finger play, "I Wiggle My Fingers."
10:30 - 11:00	Active Play	Indoors or Outdoors: Games with climbing equipment, balls, or jumpropes.
11:00 - 12:00	Prepare for Lunch; Lunch	Transitional Songs and Games; Lunch Routines
12:00 - 12:45	Quiet Time and Rest	Children to look at books while listening to restful music. Some may choose to lie down on mats or blankets.
12:45 - 1:30	Walk through School Building; Direct Instruction Activity	Visiting various school locations, such as main office and library. Preparation of simple experience chart.
1:30 - 1:50	Prepare for Snack Time; Snack	Distributing napkins, placemats, juice and snack. today's snack: sliced bananas.
1:50 - 2:20	Music	Rhythms; using rhythm instruments; including those from other countries
2:20 - 2:50	Story Time Discussion	Name of story, sequence. Evaluate day's activities. Pictures illustrating the day's activities may be placed in sequential order by the children. Plan for the following day.
2:50	Prepare for Dismissal	Following appropriate routines
3:00	Dismissal	

Tip: Literature and music should always reflect diverse ethnicities, cultures, and languages.

Sample Schedules

Second Full Day

Time Frame	**Activity**	**A Time For:**
8:40 - 9:00	Arrival, Informal Conversation	Completion of task from previous day and/or work with puzzles, games, books.
9:00 - 9:15	Class Meeting	Announcements, plans for day, routines. Direct Instruction Activity.
9:15 - 10:15	Center Time	Children to select learning centers where they will work; some will choose follow-up activities related to the Direct Instruction lesson.
10:15 - 10:30	Story Time Discussion	Teacher to read and discuss familiar or new story with children.
10:30 - 11:00	Active Play	Indoors or Outdoors: Large muscle development (climbing, running, jumping).
11:00 - 12:00	Lunch	Transitional Songs and Lunch Routines.
12:00 - 12:45	Quiet Time and Rest	Listening to different kinds of music; looking at a variety of books; lying down on mats or blankets.
12:45 - 1:00	Direct Instruction Activity	Learning the names of rhythm instruments they have been using, such as triangle, sand blocks, tambourine, bells, drums.
1:00 - 1:45	Center Time	Children to work in small groups or individually utilize table games and activities for developing skills in communication arts and mathematics.
1:45 - 2:00	Prepare for Snack Time; Snack	Today's snack: celery and carrot sticks.
2:00 - 2:30	Music	Rhythms, rhythm band, movement to music or rhythm patterns, vocabulary development, concepts of counting, following directions, listening skills, spatial relationships.
2:30 - 2:50	Story Time Discussion	Evaluating day's activities. Plan for the following day.
2:50	Prepare for Dismissal	Following appropriate routines.
3:00	Dismissal	

Tip: Transitional verses, songs, and games aid in the flow of activities and experiences throughout the day.

Sample Schedules

Weekly Schedule

This weekly schedule is a sample of how a kindergarten teacher might plan a typical week. Teachers and supervisors modify the schedule in keeping with district policy, school regulations, and organization.

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
8:40-9:15	**Meeting:** Begin-the-day routines (attendance, calendar, weather, flag); sharing time; plans for the day; discussing school events.				
9:15-10:00	**Learning Centers:** Teacher may work with small groups or individual children. Children select learning centers in classroom and work on theme-related projects which integrate all curriculum areas, e.g., art, social studies, science.				
10:00-10:20	10:00-10:45 **Preparation Period** (Music)	**Whole Group Instruction:** Teacher-directed instruction related to the current theme. May include such activities as making a graph, creating an experience chart, or introducing new information.			10:00-10:45 **Preparation Period** (Music)
10:20-10:50		**Music/Physical Education:** Songs, games, finger plays, movement, rhythms.			
10:50-11:15	**Storytime/discussion:** Book sharing, storytelling, follow-up activites, e.g., puppet show, dramatization.				
11:15-12:05	**LUNCH**				
12:05-12:30	**Rest or Quiet Time:** Children look at books, listen to music.				
12:30-1:15	**Work Periods:** Small-group instruction including beginning writing, beginning reading, word games, mathematics activities, science experiments, and other curriculum areas.				
1:15-1:45	**Active Play: Indoors or Out:** Large muscle development, physical activities, singing games.		1:15-2:00 **Preparation Period** (Library)	**Active Play: Indoors or Out**	
1:45-2:00	**Snack Time:** Routines - Children help with distribution/ preparation of food.			**Snack Time**	
2:00-2:30	**Learning Centers:** Children work in small groups or individually and utilize materials in the learning centers for further development of skills in the different curriculum areas.				
2:30-3:00	**Meeting:** Sharing work of the day, such as writing, art, group projects; discussing homework; next-day reminders and planning; dismissal routines.				

Management Routines

"Management routines" are all of the practices the teacher develops with the class. They are created in order to sustain a sense of stability as the children engage in their daily activities. These routines also maintain the organization, storage, and availability of the equipment and materials.

For example, if a teacher tells five-year-olds on the first day: "Please get on line to go to gym," the expectation may be that the children will walk quietly and directly to the line-up space, match themselves with partners, and watch the teacher for a signal to move. In fact, something quite different will happen. Many five-year-olds have *never* formed a line. In fact, some five-year-olds have never been told *how* to move themselves. They are used to matching their movements to the movements of others and to being focused on where they are going, rather than on how to get there.

Classrooms come in different sizes, and the numbers of children in those classrooms will vary. Nevertheless, routines can be devised and developed which will ensure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines is the same.

Clear, well-thought-out routines are stressed, since five-year-olds become very excited when they are gathered together (meetings, forming lines) and during transition periods. Transition periods are especially challenging because some activities do not end all at once. Clean-up time or completing an assignment require very clear routines so the children *always* know what is expected of them.

The teacher is well advised to rehearse explanations of routines and break them down into step-by-step behaviors before communicating them to the children. September kindergarteners may be able to follow only one direction at a time. Children can follow directions which they understand, and the observant teacher will increase the complexity of instructions as the children grow more competent.

The following descriptions of management routines cover many of the situations that occur every day in kindergarten. The routines are best taught slowly, one at a time, step by step. Over time, the children will internalize these behaviors, and the teacher's occasional reminders will serve to sustain the routines. A rich repertoire of fingerplays and appropriate songs, as described in *Enriching the Curriculum,* will enhance the routines and provide variety.

It must be stated that kindergarteners adapt to the particular teacher leading the routine. With the regular teacher all will go smoothly. The children may react unpredictably when a substitute teacher comes in.

Two adults in the classroom are advised to establish which routines are to be led by each teacher and to adhere to this procedure.

Transition Periods

Those periods of time when children are finishing or leaving one activity and moving toward another are known as transition periods. As already mentioned, these can be very difficult for young children. They may feel disrupted because the period is ending before they are ready to stop, or they may feel apprehensive about something that will happen later in the day.

Children move into the next activity more readily when a little time has been spent in the transition period on a fingerplay, song, rhyme, or verse. The light-hearted nature of these exercises serves the serious purpose of assisting children to shift the focus of their attention and become more receptive to directions for the next activity.

In general, the most important transitions occur between:

- entering the classroom in line formation and beginning an activity.
- initiating a whole group activity in which each child needs supplies, and starting the activity.
- work period and clean-up time.
- ending an activity and forming the line, especially if lunches or extra clothes are required.
- the final activity of the day and getting ready to go home.

Teachers have many different styles for managing transitions, and the teacher new to kindergarten is urged to experiment in search of effective methods.

One teacher plays a familiar melody on the piano and the children stop what they are doing to sing the song together. As the song ends, a natural listening time emerges in which the teacher can verbally guide the children into the next activity in the schedule.

Another teacher puts out the light and shows a sign picturing a child making the "shhh" sound with finger on mouth, underneath which is printed "quiet." When all of the children have become quiet, the teacher shows a picture representing a group of clean-up jobs and the children in charge of those jobs assume their responsibilities.

Yet another teacher will start a fingerplay with the children in one center, move with them to another center, engage the children there, and so on, until the entire group is participating. The teacher completes the exercise with the children and has their attention for what comes next.

Group Meetings

There are several ways to gather the children together for meetings, direct instruction, storytelling, planning, and sharing times. Early in the year the circle form is most effective, because children will be less distracted than when sitting behind or in front of others.

The teacher will have to actively support forming the circle or sitting in the meeting area. At first the teacher invites one child at a time and indicates where the child is to sit. Observing how the children respond to a routine will continually guide the teacher in the simplicity or complexity of the directions required.

Sample Dialogue

- "Jose, please sit here. Thank you, Jose."
- "Jasha, please sit beside Jose. Fine! Thank you, Jasha."
- "Tanya, will you sit here beside Jasha? That is fine! Thank you, Tanya."

Each child may not require such precise directions, but the teacher is advised, in the beginning, to be as explicit as necessary for each kindergartener to successfully participate.

Once the children know how to form a circle, a little verse like the following, recited or sung, will make this routine pleasant to accomplish:

HANDS (To precede circle activity)

Join hands in a circle
And hold on tight;
Now squeeze your hands
With all your might.
Put your hands in the circle,
Bring your hands back out,
Let go of hands
And turn yourself about.
Put your hands on your head;
Now hands on your knees,
Hands on your mouth
In case you're going to sneeze.
Hold hands again
And go for a walk;
Close your mouth up tight,
So you won't have to talk.
Put your hands on your ankles;
Now again on your knees.
Now sit yourself down
As lovely as you please.

Forming a Line

Most schools require each class to move through the halls in a double line; however, it is difficult for five-year-olds to maintain a double-line formation. The instructions the teacher gives the children at the very beginning are crucial, as is the teacher's continuing and patient support. Remember that some children will have not yet mastered the concepts of ***in front of, beside, in back of***.

Establishing partners, or buddies, and giving each pair a number for their position on line (reinforced with a Partners' Chart) diminishes some of the five-year-olds' confusion and anxiety. However, absences will disrupt this system and the teacher will need alternative plans.

Sample Dialogue

- "Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."
- "Jamal, please walk to this space beside Selina." (Teacher shows Jamal what "beside" means by helping him into the space and position, if necessary.) "Thank you, Jamal."
- "Sam, please walk here and stand in back of Selina." (Helps Sam, if he seems uncertain.) "Thank you, Sam."
- Teacher continues until everyone is in place.

The teacher must move this line very slowly at first, since five-year-olds may run, stop, turn around, or wander off. Little songs, sung softly, will help the children to maintain their places on the line.

It may be a number of days, even weeks, before this methodical beginning will result in a rewarding sense of certainty and security for the children that can be built upon throughout the school year.

Fire Drills

Fire drills are an essential and frequent occurrence in school life. Good routines are the only way to minimize the disruptive aspects of fire drills. Teachers communicate their genuine concern for the children's safety when they establish effective fire drill routines and, in a calm manner, assist the children to implement them.

The children will learn to distinguish between two-bell fire drills and three-bell fire drills. A light-switch reminder can enable them to get their coats, if a two-bell drill, or to go directly to their place on line, if a three-bell drill.

It is imperative to get this group of twenty-five youngsters out of the classroom, down the stairs, and out of the school building quickly and safely. The pace must be brisk, yet one that young children can manage without tripping and stumbling.

The teacher's serious and confident demeanor will help the children to form appropriate attitudes and behaviors during these crucial routines.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities.

Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket are to be kept, so that handwashing is both emphasized and simplified.

When the bathroom is connected to the classroom, the only formality is to teach each child to leave the door open when coming out so others will know when the bathroom is available.

In the beginning of the school year, if the bathrooms are at a distance from the kindergarten room, the teacher will take the entire class in line formation, particularly before and after lunch. The children gradually learn to accompany each other in pairs to and from the bathroom, asking permission to leave the room and telling the teacher when they have returned.

The observant teacher notices the children's growing independence in caring for their personal needs. Eventually, they develop sufficient confidence to go to the bathroom when necessary, and a whole-class bathroom routine becomes obsolete.

Clean-up Time

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of the person indicated on the Job Chart. Children clean areas in which they may or may not have worked. Another advantage to the Job Chart is that this method brings the children to materials and into areas which, for one reason or another, they may have been avoiding.

In general, children are encouraged throughout the day to take care of the materials and the space they are using.

Any method for clean-up time, with which the teacher is in philosophical agreement, can be used; consistency, however, is necessary. It is stressed that a well-formulated system must be established by the teacher and communicated with great clarity to the children from the very beginning of the school year.

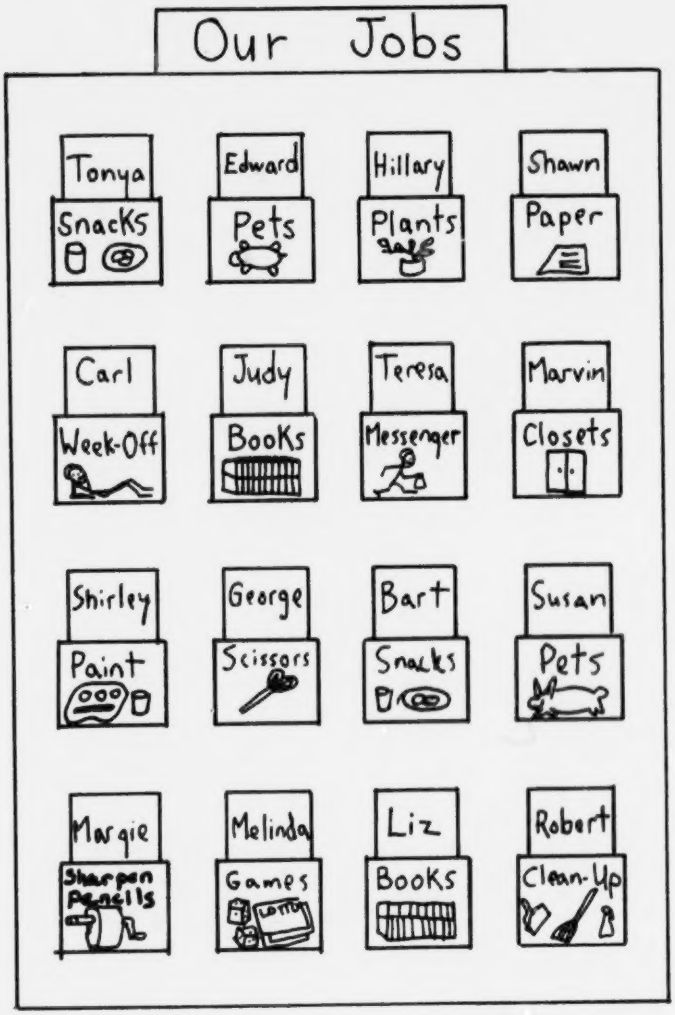
A sample Job Chart follows for teachers who wish to employ this system. The teacher must examine each task required to maintain classroom order and break it down into manageable parts. The aims are to have a job for each child (on a rotating basis with perhaps a week off) and to accomplish clean-up in a reasonable length of time. The time frame is influenced by the difficulty of the tasks, which may vary from day to day, and by the ability of the children to effectively, slowly, or quickly, complete the tasks.

It is a good idea to change responsibilities every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job.

It is important to make provision for delegating job responsibilities when a child is absent.

Following is a list of possible jobs, which may vary according to the amount of use each area receives day by day:

Attendance Chart
Blocks
Block Accessories
Crayons
Dishes, Utensils
Dolls (clean, dressed)
Dress-up Clothes
Games
Glue Containers
Library/Listening Center
Magic Markers
Manipulatives
Paints
Papers
Pencils/Erasers
Picture Collection, Magazines
Puzzles
Science Center
Scissors
Sink
Sweeping


Our Jobs
Tonya
Snacks
Edward
Pets
Hillary
Plants
Shawn
Paper
Carl
Week-Off
Judy
Books
Teresa
Messenger
Marvin
Closets
Shirley
Paint
George
Scissors
Bart
Snacks
Susan
Pets
Margie
Sharpen Pencils
Melinda
Games
LOTTO
Liz
Books
Robert
Clean-Up

An illustration on the card representing the job, with the word printed underneath, is very helpful to beginning readers.

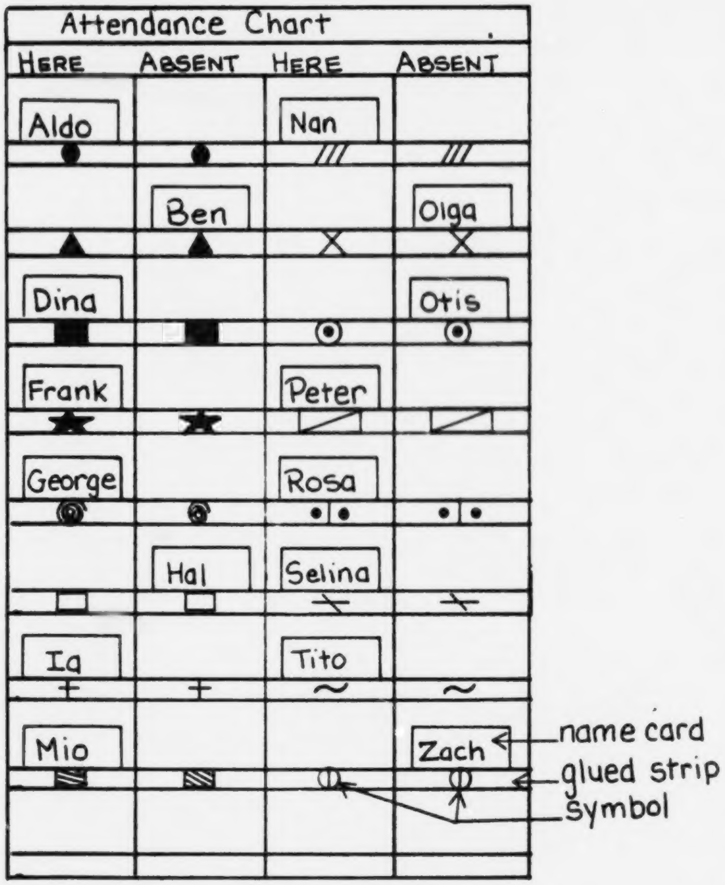
The pocket chart format can be used. It is essential, whichever format is chosen, that the children's name cards (or the job name cards) be rotated each week.

Children will also need something to do when they have completed their jobs, especially in a one-teacher classroom. This activity must be one the children can and will confine to a single area, and which requires very little supervision. Some experienced teachers use this period of time to encourage children to look at books in the Library/Listening Center. Or, where clipboards are provided, children can work at an appropriate paper and pencil activity while waiting for others to complete clean-up responsibilities.

Attendance

The Attendance Chart is a useful way for attendance to be recorded by the children themselves. It is a simple routine which takes place at the beginning of each day. One way of making an Attendance Chart that will last all year is described below:

Make a pocket chart by gluing strips of oaktag on the sides and bottom across an oaktag chart, providing twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket." A different symbol for each child will aid those children who are not yet reading their names. For example:


Attendance Chart
HERE
ABSENT
HERE
ABSENT
Aldo
Nan
Ben
Olga
Dina
Otis
Frank
Peter
George
Rosa
Hal
Selina
Ia
Tito
Mio
Zach
name card
glued strip
symbol

As they enter the classroom in the morning, the children move their individual name card into the **Here** column. At the end of the day the name cards are moved back into the **Absent** column.

Snack Time

Children should always wash their hands before snack time, or before handling any food in the classroom. Placemats, napkins, and paper plates or cups can be placed on the tables to designate a setting for each child. The food may be placed in large containers or bowls, and the juice in child-sized pitchers in the center of the tables, so that children can serve themselves "family style."

Snack Suggestions List

At snack time, it is appropriate to introduce new foods representing diverse groups and cultures. Some are included here.

Vegetables
Avocados
Carrot Sticks
Celery Sticks
String Beans
Cherry Tomatoes
Cucumber Sticks
Zucchini Sticks
Bok Choy
Bean Sprouts

Fruits
Oranges
Tangerines
Clementines
Melons
Pears
Berries
Mangoes
Kiwi Fruit
Pomegranates
Persimmons

Other Taste Treats
Various Cheeses
Crackers
Peanut Butter
Unsalted Nuts
Raisins
Sunflower Seeds
Popcorn
Muffins
Pumpkin Seeds
Breadsticks
Matzoh

Beginning and Ending the School Day

A school day that begins smoothly for everyone is most likely to result in a pleasant and productive learning experience for children and teachers.

A calm beginning depends on the children's certainty of what to do and where to put their things when they first enter the classroom. The teacher will want to designate a space for lunch boxes/snacks, bookbags, a name/picture hook for each child's clothing, and individual, private storage spaces.

Having taken care of their belongings, the children are ready for the first activity of the day. This activity should be informal enough not to be disrupted by staggered beginnings, if the children do not all enter the classroom at once.

It has been said that the last ten minutes are the most important of the school day. If this is even halfway true, it is essential that the ending be relaxed and pleasant, with clear and orderly routines.

Remembering that simple directions are best, the teacher is urged to tell the children exactly what to do, and to help keep the children moving at a calm and comfortable pace. This can be readily accomplished by sending one or two, or only a few children at a time, to get their things and return to the meeting area. Getting ready to go home occurs *after* the final activity of the day has been completed, because five-year-olds take differing lengths of time to get themselves together. End-of-the-day routines include final sharings among the children and teacher on an informal, chatty basis. These allow the children to say goodbye and to depart in a familiar and comfortable manner. In schools where the teacher walks the class to a dismissal area, the line formation will follow the "getting ready to go home" routine.

Lunchtime Strategies

In the Classroom

The lunch period is a time for shared pleasures, spontaneous conversation, and nutritious food. It is also a time for learning about new and unfamiliar foods from other groups and cultures.

It is easier for young children to have lunch in the classroom at tables that they use for other activities. If more than one adult is present, the tables may be arranged in groups, since this assures a calmer atmosphere and encourages children to converse. The adult(s) can sit with the children to supervise and foster conversation. Topics often revolve around the meal: food preparation, food origin, sensory descriptions. Also, cues may arise from the children's conversation. They may be interested in sports, television, families, birthdays, holidays, and trips. As many children as possible should participate in the discussion.

Children are fully involved in lunchtime routines: arranging placemats, cleaning and setting tables, and washing up. Placemats aid children in identifying names and locating their seats. An original drawing or a photo of the child, with name tag, can be glued or pasted on posterboard and covered with clear contact paper. Another suggestion is to use a sheet of washable wallpaper on which the teacher inscribes the child's name using a permanent marker.

If the children must wait, they can participate in songs, fingerplays, and simple word games. Hints about menu items can be given ("Today we are having something that's green...it starts with 'B'...it's a vegetable. Can you tell us what it is?")

Kindergarteners enjoy assisting in serving the meal. Food can be served to each small group, family style. Children pass the food containers and help themselves. Yes, it may be inconvenient and messy in the beginning! In order to facilitate clean-up, blank newsprint can serve as a "tablecloth." Placemats go over the paper. After lunch, the newsprint can be easily discarded.

The children should be encouraged to take at least a small amount of each type of food. They should be urged to taste unfamiliar foods. In a relaxed social atmosphere, lunchtime becomes a "party" to the children, a positive and enjoyable time. They will look forward to a repetition of this happy experience.

In the School Lunchroom

Although it is preferable to serve lunch for young children in the classroom, creating a more home-like atmosphere, this is not always possible.

For many children, having lunch in the school lunchroom will be a novelty. Routines for lunch in the school cafeteria will have to be developed. For example, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom. There they will be led to a table designated for their use. Because kindergarten children are new to this experience, it will be best to have their table already set with their food trays before they arrive with the teacher.

The teacher discusses the menu for the day, talking about how foods are grown and why food is necessary. Children need time to finish eating *without pressure*. They should not be hurried. To make lunchtime more pleasant, conversation about favorite things is encouraged.

A fingerplay may be sung or the game "I'm thinking of..." can be played. The teacher might say, "I'm thinking of something that you are eating that is round. You can also buy it at McDonald's. Can you guess what I'm thinking of?" Children are encouraged to give clues as well.

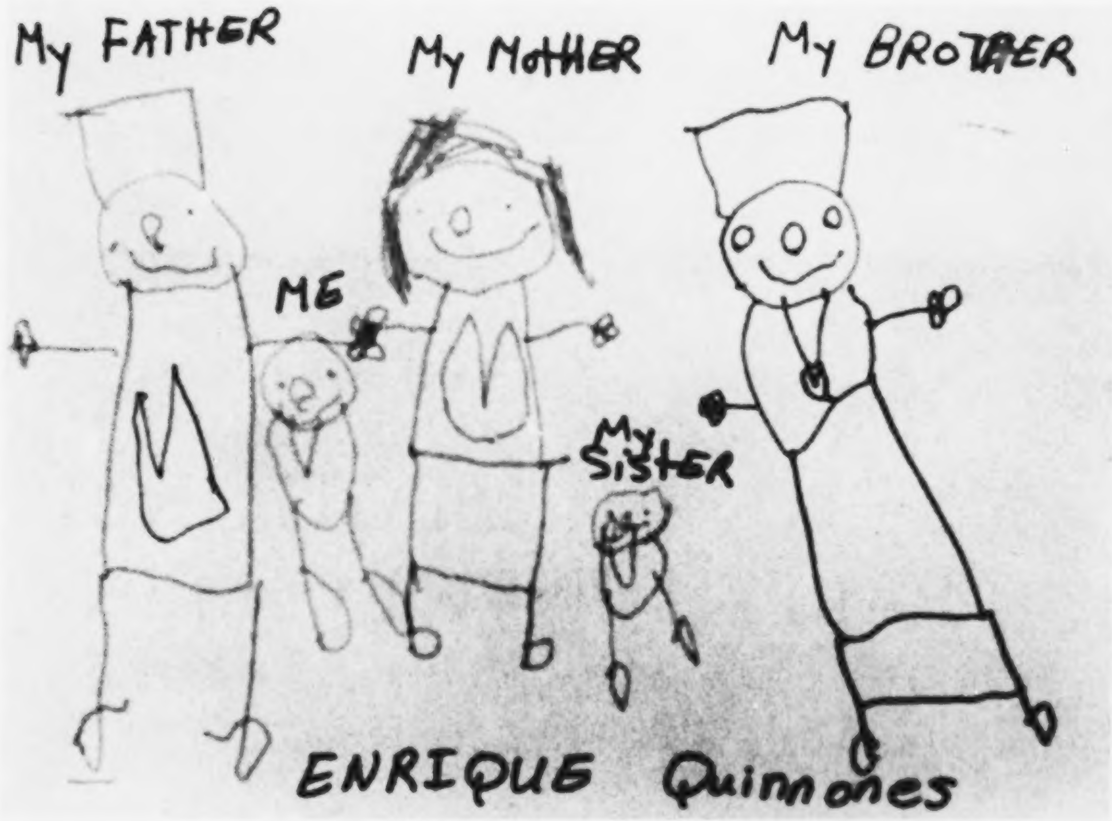
After everyone has finished eating, the routine for emptying trays is introduced. Children sing a fingerplay or song as they make the transition to the next activity, which is rest time.

After the children return to the classroom, they may play a brief picture game, for example, one in which they identify foods they ate at lunch from a selection of food pictures in a pocket chart. The teacher can then play soothing music and invite the children to lie down to rest.

It is difficult for some children to rest in a strange place, before they have become familiar with the new surroundings. However, reassurance from the teacher, as well as seeing other children resting nearby, tends to relieve anxiety. Allowing children to bring a favorite toy or blanket from home is also helpful. Some children may prefer to look at books quietly rather than lie down. This is a perfectly acceptable alternative.

SECTION III
PARENT INVOLVEMENT

"It takes a whole village to raise a child."
—African Proverb


My FATHER
My MotHER
My BROTHER
ME
My SiSTER
ENRIQUE Quinnones

Establishing the Home/School Partnership

Research has shown that effective parent involvement helps to improve children's school attendance, academic achievement, and social behavior.

Teachers recognize the importance of establishing a cooperative relationship with the parents of the children they teach. Together teachers and parents work to help children develop confidence in themselves as responsible and productive learners.

Teachers also realize that even before children enter school, some parents have naturally assumed the role of "teacher." They have helped their children with language and motor development, as well as with other beginning reading, beginning writing, and mathematical skills. The more the teacher is involved with the total child, the more likely the parent will become involved as well. The classroom becomes a bridge which connects parent and teacher.

Family members are always welcome in the multicultural kindergarten. They already have experience in doing things with their own children at home, and some may have participated in a prekindergarten program. They can be a valuable resource as well.

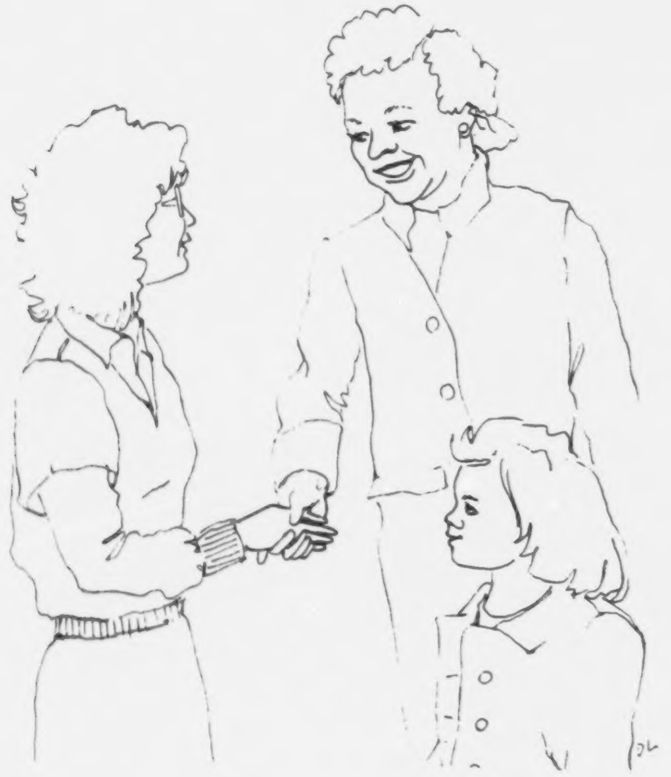
Because parents are children's first teachers, they maintain a natural interest in how their youngsters develop and learn. Teachers capitalize on this interest by listening to parent concerns, and reaching out to involve them in meaningful ways.

How	**Why**
Orientation meetings	• To highlight values of multicultural perspective, while providing details about school activities and routines.
Parent-teacher conferences	• To gain information about specific children, such as their backgrounds, cultures, and traditions.
Parent volunteers accompany the class on trips	• To utilize the skills and expertise of parents.
Class interviews of parents	• To identify parents as career role models/community helpers.
Parents share family customs, traditional dress, and other examples of ethnic/cultural heritage with class	• To enhance children's feelings of self-worth, their social skills, and awareness of cultural diversity. • To reinforce the development of positive attitudes and values. • To develop parents' feelings of importance and self-confidence.
Ethnic holiday celebrations within the class; Informal conversations in family room; Parent workshops, teas, multicultural luncheons	• To broaden experiences of children and adults by enhancing their views of life in a multicultural world.

- It is essential to begin the home/school partnership thoughtfully and to nurture it with awareness and sensitivity. For example, plans and actions need to reflect acceptance of varied family structures and the rich cultural and linguistic diversity represented.
- In a multicultural setting, it may be necessary to establish communication with some parents through an interpreter or through translated letters. Some schools employ a "buddy" system to establish more widespread parent involvement. A non-English-speaking parent is paired with a bilingual parent who can encourage the other to participate in school life.
- A warm, caring atmosphere in the school is an invitation to parents. Setting up a Family Room or other special place for parents/caregivers to gather and discuss mutual concerns indicates that they are welcome in the school. If a separate room is not available, information addressed to parents can be posted on a bulletin board near the kindergarten classroom.

Efforts to make connections should start early in the year. Some schools begin with parent orientation meetings. In others, teachers meet with parents/caregivers for individual conferences. These meetings are used to share information about the kindergarten program and about the children. They also give the teacher insight into parental expectations and concerns.

Teachers can help parents to feel welcome and to become involved in the educational process in a number of different ways. When choosing from among the following suggestions, it is important to bear in mind that both the time and the means must be created or discovered in order to make the efforts successful. For example, in a school where most parents must go to work, early morning or evening conferences/meetings may be best. If a school has two or more kindergarten teachers, some teachers can "pool" groups of children while others meet with parents.



Informal and Formal Reporting

Throughout the school year, teachers may use those moments at the beginning and end of each day to speak with parents informally as they arrive at school or await dismissal. The teacher's spontaneous and positive comments can help parents become aware of daily plans, ongoing activities, and children's progress. In turn, the parent can share the child's experiences at home. And the child will know that people care! Teachers should make every effort to be specific and nonjudgmental at these times. The casual comments might include:

- "Andrew shared his story with Tomas and Jose today."
- "Nakeema zipped her jacket by herself for the first time."
- "Frederick knows how many R's are in his name."
- "Luz used four different colors when she painted."
- "Brian got on line this morning without pushing anyone."
- "Did you know that Kim knows her telephone number?"

Planned personal conferences between the teacher and parents/caregivers of individual children are essential. When parents cannot come to school, a telephone conference may help. However, planned discussions with each parent should supplement informal "at the school door" conversations.

At the planned conference, both teacher and parent share valuable information about the child. Some suggestions for the teacher follow:

- Encourage visits from non-English-speaking parents by sending home notices in the language spoken in the home and/or utilizing interpreters as appropriate.
- Start on a positive note.
- Be a good listener.
- Encourage and allow parents to share only information they are comfortable discussing.
- Avoid confrontations and/or topics which may be unproductive.
- Allow time for questions.
- Avoid comparisons with other children.

Suggested Conference Topics

- Child's health and developmental history
- Child's previous group experiences and play patterns
- Child's interests at home
- Child's adjustment to school
- The class program and goals
- Uniqueness of the child
- Special language concerns, if appropriate
- Parental role in supporting child development/learning

- Parent involvement in school/class
- Child's progress in terms of class program and goals
- Child's special abilities and talents
- Child's needs and planned teaching strategies

The Report Card

The Kindergarten Progress Report is a more formal way of communicating with parents. It may be issued several times during the year, depending on the decision of individual school districts. The purpose of the report card is to share in writing the following information about each child:

- personal and social development
- physical development
- intellectual development
- creative expression
- communication skills
- attendance
- special health needs.

It is important to exercise sensitivity when writing comments on report cards. Statements which emphasize children's strengths will help:

- maintain positive relations with parents.
- parents to guide their children's development.
- build better home/school relations.

During the fall and spring reporting periods, planned parent-teacher conferences complement the written reports. Therefore, whenever possible, parents should be invited to discuss the written report with the teacher. At these times it is suggested that the teacher have available a folder containing samples of children's work. A summary of the highlights of the conference by both parent and teacher can serve to clarify points shared.

Helping Parents Help Their Children

When parents are invited to participate in the kindergarten program, it is important to let them know specific ways in which they can be helpful.

A meeting can be held early in the year to discuss opportunities for parent/caregiver participation. At this meeting, one or more parent leaders can be identified. The leader(s) later convey information about the participation program to other parents and arrange a schedule. The schedule might be posted on the bulletin board or shared in a newsletter. All such information is always printed in languages other than English when appropriate.

There are many ways in which parents/caregivers can participate in the kindergarten program. For example, parents might:

- volunteer to read to children in the classroom.
- discuss hobbies and/or cultural artifacts.
- share songs (in English or another language as appropriate).
- tell the class about their occupations.
- accompany the class on trips.
- help mount student art and arrange bulletin boards.
- assist the teacher when an "extra pair of hands" is needed.
- cook/bake for parties and multicultural "banquets."

In the spaces below, the teacher can record other ideas for parent participation so that they will become part of this manual.

Other Activities

Group breakfasts and parent workshops also help teachers and parents become partners in children's education. These might include:

- meetings in a kindergarten classroom to explore materials and discuss how play activities help children develop and learn.
- workshops at which the teacher or invited leaders share ways to guide children's learning through home activities.
- workshops at which participants make or mend materials for the classroom.
- workshops where parents/caregivers learn how to create simple educational games for their children.
- breakfast meetings which include discussions about child development and behavior, good nutrition, or curriculum area content.

Communicating with parents in meaningful ways can sometimes be a difficult task. The class newsletter is a good vehicle for effective teacher-parent cooperation and communication. The teacher can select items for the newsletter from among the suggestions in this manual. Parents' and children's contributions can be included as well. Those parents with special skills like typing, editing, or illustration may find their niche in the parent involvement program. Through the newsletter, all parents can be kept abreast of classroom learning experiences, activities, and future plans. Since all such materials always reflect the home languages of the children, the newsletter is also printed in a translated version when appropriate.

One method which has been effective in initiating a positive home/school connection is a letter of welcome sent to parents/caregivers. The letter contains information about school expectations and a few suggestions about parent/child interaction. The sample letter which follows may be used as is, or translated into a language (or languages) other than English to meet individual needs.

> Dear Parent,
>
> P.S.____ welcomes you and your child to an exciting year in kindergarten! We know that you will want to show your child how interested you are in the school program. On the attached sheet, I have listed some ideas for things you can do at home to help your child in school.
>
> Please call to make an appointment so we can meet each other. Let's talk soon about how we can work together to help your child succeed in school.
>
> Cordially,

The following will assist teachers in providing parents with appropriate suggestions and recommendations for helping their children do well in school. When appropriate, guidelines should be translated into the language spoken in the home.

General Guidelines for Kindergarten Parents

Greeting Your Child After School

Your after-school greeting and questions about the day's special experiences give your child the message that school is important. If you ask a question like "What did you do in school today?" your child may say "Nothing," or "Play." Instead you might ask specific questions like these: "Did you work in the Block Center today? Who worked with you? What did you build? A bridge? We're going over a bridge tomorrow when we go to Central Park."

Home Habits That Will Help Children in School

Teaching good school habits at home is another way to help children adjust to kindergarten. These habits also help your child to develop pride in work done at school. You may find the following ideas useful:

- ***Attendance:*** Coming to school every day and being on time are very important habits to establish in kindergarten. If children see that parents believe that this is important, they will think so, too. It helps to get young children ready early enough so they do not have to rush.
- ***Routines***: Set times for going to bed, getting up, eating, resting, and playing that will be best for your child's needs and school schedule.
- ***Nutrition:*** A good breakfast helps children to be alert and full of energy. Healthy snacks and meals contribute to children's well-being.
- ***Safety:*** For safety, children should know and be able to tell their first and last names, street address, and phone number. As you take the children to and from school, you can repeat safety rules about red, yellow, and green lights; crossing streets; and checking for traffic.

  Note: All children should be prepared to say "No" in harmful or dangerous situations. They must be provided with coping strategies, including telling a trusted adult what has happened.
- ***Developing Responsibility and Independence:*** Taking part in appropriate tasks at home can help children learn and grow in many of the ways that are important for school learning. Children can begin with simple jobs and go on to more difficult ones.
  Guide your child to:
  - put away toys and games.
  - complete specific jobs/tasks.
  - help set and clear the table.
  - learn to put on clothing, shoes, and socks.
  - learn to select and hang up clothing.
  - tend to bathroom and personal grooming needs.

  Always remember to praise children for trying their best, even if a job is not "perfectly" done!
- ***Getting Along with Others:*** Help children to get along with others by:
  - arranging for them to play with friends. (Be sure they are supervised.)
  - teaching them how to share and respect other children's property.
  - showing them that you value people's differences and respect others as individuals.
- ***Making Decisions:*** Whenever the chance presents itself, you can allow your child to plan activities or solve problems by encouraging decision-making. This way parent and child can discuss which selection might be best. The choices should be kept simple: "Which book do you want me to read?" "Which game shall we play?" "Would you like an apple or a banana for a snack?"
- ***A Word About Television:*** Television can be a wonderful learning experience when viewing time is limited and supervised properly. There are many enjoyable and educational programs, but too much television is not good for young children.

  When parents choose programs along with their children, they can plan a television viewing schedule. Choosing programs with care and watching with the children help make viewing a more positive experience. Discussing favorite programs helps children develop their vocabulary and learn more about the world around them.

Additional Ideas for At-Home Learning Experiences

Parents frequently ask the teacher, "What more can I do at home to help my child learn?" The following suggestions may be useful in responding to such questions. These activities can help to reinforce kindergarten experiences. They can be shared during the initial parent orientation meeting, at parent-teacher conferences, in newsletters, or at workshops. An occasional review of this information will prepare the teacher to answer spontaneous questions which parents may ask at the classroom door. Although the activities are presented in specific categories, it is important to point out to parents that many of the skills overlap and are best learned through an integrated and experiential approach.

When a language other than English is spoken in the home, all of the following activities can be initiated in that language. It is vital for parents to realize that speaking in the native language at home will not hinder their child's school experience. Research shows that fluency in one language will facilitate language acquistion in another, while strengthening the child's self-esteem and confidence in many areas.

Language Development and Expansion

Children	***Parents/Caregivers***
• learn new words	• point out various objects/places around the house or in the neighborhood. Ask children to identify each object or place (clock, chair, refrigerator, post office, fire station, street signs). • play the "Missing Word Game." Say a sentence and leave out the last word for the children to fill in: "It is time to open the ____ ." Many responses (window, door, gate, bottle) make sense, and are equally acceptable. • use and discuss words children use often, such as opposites and location words. "Stand in front/back of me." "Put the toy on/under the chair." "Walk between/around the chairs."
• learn the names of colors and shapes	• refer to objects by color or shape: "Bring me the red ball." "Find all the red things in this picture." "Which things in this room are circles or squares?"
• learn the names of parts of the body	• play "Simon Says." Put your hand on your nose, toe, knee.

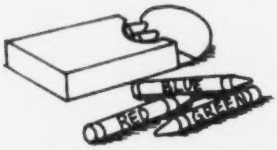
Children	***Parents/Caregivers***
are able to participate in meaningful conversations	encourage meaningful conversation. This involves listening as well as speaking. Children should be encouraged to describe experiences and feelings.
	encourage them to talk at mealtimes, during and after television programs, while accompanying you to the park or supermarket, and after a day at school.
	take children to a variety of places and talk to them about where they are, what they see, and the things they are doing there. Places children will enjoy visiting are stores, zoos, parks, libraries, museums, fairs and festivals, homes of friends and relatives, restaurants, banks, post offices, fire and police stations, beaches.
	use a real or toy telephone to encourage conversation. Children will often express feelings and emotions in dramatic play that they do not express in other ways. This also encourages children to learn good telephone manners.
	recite simple jingles and nursery rhymes, both for pleasure and to develop the child's interest in rhythmic expression and rhyming sounds. These poems may reflect the parent's own childhood and language, thereby building cultural awareness and identity.
can tell a story	after reading a story to children, encourage them to retell it, using different words. Children can also be encouraged to tell stories about favorite television shows, movies, or recent trips.
can express original ideas and opinions	give children opportunities to express their own ideas and opinions. Listen to them when they talk and ask what they think. Respect all answers. When appropriate, ask opinion questions such as, "Which cereal do you like best?" "Which color shirt do you want to wear?"
develop effective listening habits	ask children to listen and identify sounds made by different objects in the house and outside (running water, vacuum cleaner, traffic, sirens, bells, whistling teapot).
	provide records and stories for children to listen to and discuss. Have them tell about what they have heard. ("What is the name of the boy in the story?")
follow directions	give children simple directions. Encourage them to listen carefully and follow the directions. ("Get the blue milk container from the refrigerator and put it on the kitchen table.")

Literature Appreciation

Children	*Parents/Caregivers*
• develop an interest in reading for pleasure and for information	• provide a wide variety of reading materials in the home. Children who have been read to are usually much more anxious to read. Parents/caregivers and children can join the public library. Children can get their own cards and take out books of their choice. When possible, give children books as birthday or holiday gifts to motivate an interest in reading. • provide role models. Children should see adults in the home reading for pleasure and information. This will give them a sense that reading is important and fun. • relate reading to interests children may have. If they like dinosaurs, flowers, trains, fish, try to get books about the appropriate topics. • show children that reading and words are everywhere. Point out signs on buses, on the street, and in stores. Share with children letters from friends and relatives, recipes, lists, and other forms of reading material.

Written Expression

Children	*Parents/Caregivers*
• use written language to express ideas and feelings	• encourage children to draw pictures and then tell stories about them. Write the stories down in the children's own words. Keep the stories short and read them back to children slowly. Encourage them to try to "read" the stories back to you. • for additional story ideas use the children's daily experiences, trips, and interests. As ideas are recorded, help them understand that ideas are spoken and can be written down. • encourage children to draw in books made at home. Stories can be written for them under the pictures.



Beginning Skills

Children	*Parents/Caregivers*
• see similarities and differences in shapes, colors, letters, pictures, and words	• look through magazines and store catalogs with children. Look for items that are the same shape or color. "Junk mail" is an excellent source of material for this activity.
	• cut out simple shapes from colored paper; ask the children to pick out shapes/colors that are the same/different. Children begin to see differences before they learn how to read. Being able to pick out differences in objects and pictures helps children to recognize differences in letters and words as they learn how to read.
	• cut out pictures of objects from magazines, advertising circulars, coloring books, newspapers, greeting cards. Paste them on cardboard and label them. Ask children to match two or more of the same object cards. Name or point to a picture card of an item in the house and have children match the picture card with the real item.
	• ask children to point out colors/shapes/letters that look the same (books, magazines, games, signs, and household items.)
• are able to sequence ideas, stories, events, messages	• tell a story. Ask children to recall what happened first, next, last.
	• after watching a television program, ask children to tell something about the program.
	• cut pictures from comic strips or books. Have children put the pictures in the order of a story line.
	• mix up a series of pictures from comic strips or old story books. Help children put them back in the proper order and retell the story.
	• after children return from a trip, discuss the events that took place.
	• encourage children to participate in preparing meals. After cooking, discuss the sequence of steps involved in the recipe.
• can hear and remember sounds that are the same and sounds that are different	• make two sounds and ask children if they are the same or different (tap glass, tap wood, ring bell, snip with scissors).
	• discuss the difference between loud and soft noises (sirens, bells, whispers, cat, dog).
	• clap out rhythms and ask children to repeat them. Clap out a rhythm. Repeat, leaving out a beat, and have children complete it.
• can recognize rhyming words	• teach songs and read nursery rhymes. Encourage children to sing along and remember the words. Leave out some of the rhymes and ask children to supply them.

Children	***Parents/Caregivers***
• can develop a sight vocabulary	• help children discover words in the environment, such as Stop, Walk, Bus Stop, One Way. • encourage children to be aware of names on foods, toys, and games, such as Oatmeal, Aceite/Oil, Tomato Soup, Orange Juice, Candyland, Sesame Street.
• can develop an extended spoken vocabulary	• read a story every day! It can be a new story or an old favorite that has been reread many times. • Children can make up stories by looking at pictures in magazines. Parents and grandparents can tell stories about their own early school days or other experiences.

Mathematical & Science Concepts & Relationships

Children	***Parents/Caregivers***
• can develop number awareness and simple counting skills	• make use of daily experiences for math learning: ("How many plates do we need at the table?" "How many cars do you see on the street?" "Bring me six apples.") • encourage children to count objects in the home (blocks, cards, windows).
• can begin to understand time	• prominently display a large monthly calendar. Discuss names of the days of the week, months, and seasons. Children can become aware of important dates, number names, and sequence of numbers. • discuss events of the day in terms of morning, afternoon, night. "We eat breakfast in the morning; we go to bed at night." • review daily time schedules as a good way to develop awareness of time passing. A clock near child's bed and/or in the kitchen can help.
• can begin to under stand concepts of size and weight	• discuss examples of things that are heavy, light; big, bigger, biggest; long, longer, longest. Let children compare objects and size relationships. ("Which box is heavier?")
• can begin to understand weather and temperature concepts	• encourage children to dress themselves. Discuss the correct type of clothing for play, school, dress-up. Discuss with children which types of clothing should be worn for cold, hot, warm, rainy weather. • develop concepts dealing with temperature. Discuss and compare ranges in temperature at appropriate times. ("Which is hotter, soup or milk?" "Is today colder than yesterday?")

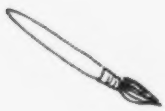
Children	*Parents/Caregivers*
• can begin to understand change	• expose children to experiences where they can see the effects of changes in temperature. ("What happens to water when we put it in the freezer?" "What happens to ice when we leave it out?" "What happens to apples when they are cooked?")
	• if possible, teach children care of plants and pets through direct experience.

Motor and Coordination Skills

Children	*Parents/Caregivers*
• can improve large muscle control and balance	• encourage children to participate in daily activities such as jumping, hopping, rolling and catching a ball, balance games (walking with a book balanced on the head, walking backwards). Games like hopscotch, Simon Says, and jump-rope are good for large muscle development.
	• encourage children to imitate animals (gallop like a horse, hop like a rabbit, fly like a bird, swing like a monkey, slither like a snake).
• can improve small muscle control	• provide experiences where children will color, draw, paint, cut, paste, trace, fold paper, and build with blocks and construction toys. All of these are excellent activities for small muscle control, which will enable children to handle writing implements with control and skill.

Creative Expression

Children	*Parents/Caregivers*
• can develop creative expression through art experiences	• encourage creative expression to help develop children's ability to think in an original, fresh manner. Creativity also enables children to examine, resolve, and clarify ideas and concepts about which they are learning.
	• provide a variety of art activities to give children a chance to exercise creativity and develop small hand muscles. Children enjoy clay and play-dough sculpting, finger painting, and making collages and designs.
	• supply puppets to encourage children to say what they are thinking and feeling. Simple puppets can be made at home using paper cups, paper plates, old socks, paper bags, and sticks.



Children	***Parents/Caregivers***
• can develop creative expression through dramatic play	• have old clothes available in a place where children can play "dress up." This encourages creative play and role-playing.
• can develop creative expression through musical activities	• make available drums, rhythm sticks, bells, tambourines, or similar "home-made" instruments that make interesting sounds. Children can keep time to simple music on records, radio, or television. They will enjoy hearing songs in their own and many different languages. • encourage children to dance, march, run, or hop—quickly or slowly, loudly or softly—to different types of music. Children can sing familiar songs, and change the words to reinforce and enlarge their language base.

Involving the "Uninvolved" Parent

There may be parents/caregivers who, for a variety of reasons, do not appear at meetings, parties, open-school week activities, trips, or conferences.

It is unwise to assume lack of interest. There are a number of valid reasons why some parents remain uninvolved. They may be working parents who must leave children with babysitters, or who are involved with serious illness in the home. They may be non-English-speaking parents who feel uncomfortable visiting the school, or they may be parents who have had negative school experiences in the past. Can these parents be reached? The following suggestions can help form bridges of communication and are worth a try.

- Those parents who are actively involved may be asked to visit neighbors who do not come to school. During these informal, friendly visits, discussions of school experiences may take place, and suggestions and ideas might be conveyed to teachers through the "intermediary" parents. Perhaps the nonparticipating individuals might wish to contribute a song, story, or game for the class. (Tape recorders, if available, can sometimes be useful in this situation.)
- The telephone may prove to be an effective tool. The teacher can make an informal call to share something a child has accomplished in school. As the year progresses, parents may begin to feel more comfortable about visiting the school and talking to the teacher in person.
- Older siblings in school may be given some suggestions on how to help the younger child at home. They can be enlisted to join the neighborhood public library, select picture books to read to their brothers and sisters, or "play school" to reinforce particular concepts.
- Efforts should be made to find bilingual translators who will call or visit non-English-speaking parents, to convey information to them in their native language.

Parents who seem unreachable may be the most challenging. Messages which praise a child's special ability or interest may serve to break down barriers. Listening with sincere respect to parents' concerns can also serve this purpose.

Building a true partnership with the "uninvolved" parent will require extra effort and sensitivity, but the rewards will be incalculable, particularly for the child.

Homework

Homework can be a worthwhile outgrowth of the classroom experience, and a valuable link between family and school. At the kindergarten level, however, it is not necessary to assign homework on a daily basis. Unless an activity serves a real purpose, it may become a tedious burden for the child.

Some parents may view homework as a measure of the learning taking place in the classroom. They may feel that a child should be given daily, structured assignments to be completed at home. These parents should be made aware of the teacher's expectations, as well as the fact that activities involving observation and discovery are also forms of homework. Parents can be helped to understand that homework is only one facet of the educational process, and that it serves mainly to extend and reinforce the classroom lessons.

It is useful, therefore, to explain the homework policy early in the school year, either at a parent workshop or in a letter describing general procedures and routines. This will help to prevent conflict at home, and will lead to more positive interactions between the teacher and the parent.

Homework and the Role of the Parent

Parents have the prime responsibility for their children's education at home and are key resources for answering questions and providing information. They need to understand that their role in providing a suitable environment, support, and encouragement for homework is important to a child's success with assignments.

They should also be aware of other ways that they can participate in the learning process — by going on neighborhood walks, playing word games with their children during dinner, or taking car, subway, or bus trips to parks or museums. In addition, parents can let their children assist in compiling grocery or "to do" lists.

Some teachers may wish to send occasional "Homework Letters" to parents, describing appropriate experiences to be shared by family and child. These could include identifying familiar colors on food packages or playing a school singing game together.

As often as possible, parents should allow their children free access to writing tools, such as paper, magic markers, crayons, pencils, pens, and chalk. Since kindergarten children love being read to, parents can introduce their children to many kinds of books and magazines at home or at the public library. At all times, children can be encouraged to ask questions and talk about their feelings and experiences, in order to reinforce oral development.

Some homes have limited access to books, magazines, and appropriate writing/drawing tools suitable for their young children. One suggestion is to develop an ongoing parent workshop activity, called Neighbor to Neighbor, which encourages contributions of pictures, books, paper, and crayons from many sources — parents, older children, stores, or libraries. These items are made available as needed, either as gifts or on a rotating basis.

The following are appropriate goals for assigning kindergarten homework, with an example of an assignment for each one, and suggestions for classroom follow-up:

Goals and Objectives	Assignment	Follow-up
To reinforce concepts/understandings that there are many foods which help keep the body healthy and energized.	Find and bring in pictures of or empty packages from nutritious foods.	Use as props in the housekeeping center or in a class "store."
To extend and enhance fine motor skills	Cut out pictures of objects that are a particular color. Paste them on a piece of paper, or bring them to school for pasting.	Collect and assemble pictures into a class color book.
To stimulate creativity	Draw a picture of your favorite character from the story you heard today in school.	Mount pictures on wooden slats to form puppets for dramatic play.
To encourage interaction with family members	Ask adults or older children to tell you what school was like when they were in kindergarten.	Oral reports can be tape recorded during meeting time and placed in the Library/Listening Center.
To develop understandings about the passage of time	Bring in a toy that you played with when you were a baby (or an article of clothing that you used to wear).	Baby clothes and toys can be placed in a class museum for comparison and discussion.
To encourage expressive language and auditory perception	Tell a family member about a sound that you heard on the way home from school. Try to make the same sound.	Tell the class about a sound you heard on the way to school. Try to make the same sound.
To develop sequencing skills	Draw three pictures about what you do each day. Mix them up, and see if you can put them back in the right order.	Use pictures for flannel board activities in the Library/Listening Center.
To stimulate observation skills by noting detail	Ask an adult for five apples, oranges, peanuts or other kinds of food that you have in your home. Pick out the apple or orange, look at it carefully. Have someone put it back with the other apples or oranges, while you close your eyes. Open your eyes and see if you can tell which one was yours.	Hold up a picture for the children to look at. Have them describe details noted in the picture.

Goals and Objecives	Assignment	Follow-up
To recognize similarities and differences	Find two pieces of clothing in your house See how they are the same and different Come to school tomorrow and tell us about them	Make a comparison chart of same and different. Compare any two objects, such as a bird and a butterfly
To reinforce the sense of touch	Bring to school three objects that feel different, such as something rough, something smooth, and something bumpy	Collect objects for a "feel box" to encourage development of descriptive language, exploration, and classification skills.

All homework assigments should be reviewed on the very next day, whether individually or in small or large groups. The teacher may use whatever procedure is most convenient and suitable, so long as the children feel that the assignment has had meaning and importance and is part of the ongoing process of learning.

End-Term Activities

Activities planned for the end of the school year should give children and parents a sense of the achievement and growth that has taken place in kindergarten, as well as a feeling of emotional and educational continuity. Many schools today hold "graduation" ceremonies at the end of kindergarten. However, since graduation implies the completion, or holding of, an academic degree or diploma, alternative activities which reflect sound early childhood philosophy might be more appropriate than a graduation ceremony.

The experiences should take place in the comfortable surroundings of the classroom, where children are free to participate in an informal manner with classmates and adults. Various activities lend themselves to children's natural involvement. Examples of these include describing a cooperative painting, or explaining how classmates made a tasty treat for the end-term gala.

Parents and family members should be involved in planning and attending all end-term activities, which can also reflect the cultural and linguistic diversity of the community. Some suggestions follow:

- Class Programs featuring:
  - poems
  - fingerplays
  - songs
  - rhythm band selections
  - dramatization of a story using masks and/or costumes
- Exhibits of:
  - paintings, sculpture, blockbuilding
  - photographs taken during the school year
  - a theme display, e.g., "Grandmothers"
  - Big Books illustrated by children
- A Dance Festival
- A Fair featuring:
  - projects and themes
  - games
  - tables and exhibits
  - talks by children
- A Slide Show with accompanying audio tape using children's narrations. The topic may relate to:
  - themes
  - multicultural/multilingual activities
  - how children gain independence
  - learning centers
  - problem solving
  - beginning literacy development

Children, with adult assistance, enjoy designing parent invitations and preparing nutritious refreshments like oatmeal cookies, popcorn, lemonade, fruit salad, or raw vegetables and "dip."

A memento of the event might take the form of a class book containing a meaningful contribution from each child, such as a statement, drawing, or recipe. Suggestions from the teacher, related to appropriate summer activities for parents and children, may be included as well.

Other Suggested Culminating "Take-Homes"

- "Me" book for each child, containing contributions that show growth throughout the school year.
- "Me" flags or banners prepared by the children for this special occasion.

SECTION IV
BILINGUAL EDUCATION/ ENGLISH AS A SECOND LANGUAGE

"I am an individual. I am not quite like anyone else. I do not speak English, but I am not the same as all other children who do not speak English. I have my own approach to problems, situations and people, and I have unique needs that must be met in order for me to deal successfully with the world of the school."

— Lily Wong Filmore

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The Limited English Proficient (LEP) Child

Effective September 1989, the New York City Board of Education mandated the implementation of bilingual and English as a Second Language (ESL) services for all general and special education limited English proficient (LEP) students in kindergarten through twelfth grade who score at or below the 40th percentile on the English Language Assessment Battery (LAB). This cut-off was raised from the 20th percentile.

In elementary through junior high school, bilingual instruction is mandated where there are fifteen or more LEP children with the same other-than-English language background enrolled in the same grade or two contiguous grades within a school. When there are at least fifteen such children who score at or below the 20th percentile, all bilingual program elements as prescribed in the Aspira Consent Decree/Lau Plan must be provided as follows:

- English as a Second Language instruction
- Native language communication arts instruction
- Content area instruction in the native language (science, mathematics, social studies).

Transitional LEP children, who score between the 21st and 40th percentiles on the English LAB, must be provided with content area instruction, either in English using ESL methodologies or in the native language, as appropriate.

In cases where there are insufficient numbers of LEP children to mandate bilingual instruction as indicated above, ESL instruction must nevertheless be provided. See Special Circular #42 for a detailed treatment of these regulations.

The Bilingual Kindergarten Program

Bilingual kindergarten programs in New York City Public Schools reflect an increasing awareness of the need to provide appropriate education for all our school children. The integration of bilingual methodology into a developmentally appropriate, child-centered environment is of paramount importance for a school system which serves the wide cultural/linguistic diversity of the New York City student population.

There is a significant correlation between positive self-image and success in school. The basic rationale for bilingual early childhood programs is that young children learn best when concept development takes place first in the native language and is then transferred to the second language.

Bilingual education consists of native language and intensive English language development, based on a multicultural curriculum using the Essential Learning Outcomes established by the Board of Education. Basic concepts and fundamental skills in content areas are developed and reinforced in the native language. The wealth of experiences and language that children bring to school serves as the matrix for the acquisition of new knowledge and further language development.

This philosophy, facilitated through hands-on exploration of concrete materials and a learning center approach, fosters language development as well as concept development in a natural, experiential manner.

Self-esteem and love of learning are influenced by increased attention to individual needs, participation in school activities, and social interaction between children and adults. The bilingual program provides greater opportunities for children to interact with their environment. By engaging in stimulating experiences, the child develops auditory, visual, and perceptual acuity, together with fine and gross motor skills. These develop a strong foundation for the future.

The bilingual teacher can develop a plan for using the native language alternately with English for classroom routines and content area development. The choice of language will be governed by the children's language skills and the content area to be taught. Music and art may be taught in either language, whereas subject areas like science, social studies, and mathematics are best learned in the native language. Children should be free to choose the use of either language for self-selected activities.

The bilingual kindergarten curriculum takes into account the children's strengths and interests, learning styles, native language skills, levels of English proficiency, and stages of development. This multi-instructional focus:

- Provides a positive, open, experiential environment to encourage sustained use of the native language as a bridge to understanding learning concepts.
- Provides LEP children with opportunities for English language development to enable them to become proficient in English.
- Provides inquiry and instruction in the content areas so LEP children will have achieved parity with their English-speaking classmates when they enter a monolingual classroom.
- Provides access to hands-on learning and instruction through art, music/ movement, and discovery and problem-solving experiences.

- Provides holistic instruction in a bilingual/multicultural learning environment which emphasizes language development through activities appropriate to the developmental needs of young children.
- Provides for the use of learning centers and the integration of the curriculum areas using a thematic approach.
- Fosters self-esteem through the development of pride in and knowledge of the native culture.
- Provides multicultural education experiences that foster appreciation of and respect for cultural pluralism.

The thrust of the bilingual kindergarten program is to help those children whose native language is not English to develop critical and independent thinking skills in their native language, in the most effective and productive manner. In a bilingual program, instruction is coordinated in such a way that the native language is used to continue development of cognitive skills while the second language is systematically introduced, thus resulting in transference of skills and concepts from one language to another.

Educational strategies focus on small group instruction; independent learning centers containing materials related to mathematics, science, art, and the children's culture; and language development. A thematic, holistic approach to developing biliteracy is integrated with developmentally appropriate cognitive learning.

The goal of bilingual education is for the learners to become fluent and competent in two languages, and to achieve their full potential.

Culture and Language

Culture and language cannot be separated. In both bilingual and general education programs, the child's home language is valued and respected.

All children come to school with their own cultural/linguistic traditions. The role of the school is to reinforce awareness of the value of each child's culture and to provide an understanding of multicultural perspectives in the American society. Children are capable of maintaining their ethnic identity while acquiring the "school" culture and respecting and appreciating other cultures. Such integration enables children to value what they are and what they are becoming. This process fosters the development of sound and healthy individuals.

Culture must be incorporated into all the curriculum areas and all parts of the learning environment. The basic concepts to be emphasized are that all cultures have common elements, that all have some salient characteristics which make them unique, and that all are valid. The teacher should be knowledgeable about each child's culture and should use this awareness to make instruction relevant to the child's experience. This can be the foundation for introducing information about other cultures.

An understanding of diversity provides children with a broader sense of the world and its people. The teacher in the bilingual classroom must plan for systematic use of the native language and the English language. Since the language chosen for a given situation may be perceived as a value judgment, the teacher's attitude toward and use of each language must demonstrate that both are important and valuable.

Languages must be separated for the purpose of instruction. Each particular lesson's content, questions, and comments must be conducted entirely in one language. Direct instruction activities should be conducted in the native language. Skills may be transfered from one language to another but not translated, although, when appropriate, the teacher may include a summary in English of the content area lesson. The English communication arts program for LEP children (ESL) also should be taught through direct instruction.

English as a Second Language (ESL)

Teaching English as a second language requires special training, not only in methods of second language teaching, but also in the use of materials appropriate to the targeted age group. Just as everyone who reads and teaches is not a reading teacher, so everyone who speaks English and teaches is not an ESL teacher. Since a large percentage of the children in New York City schools come from backgrounds where a language other than standard American English is spoken, it is wise for every teacher to be familiar with the cognitive and affective needs of second language learners.

A substantive and compelling body of research indicates that a second language is learned not so much by instruction in the rules of language, but by using the new language in meaningful contexts. Effective instruction in ESL actively engages the learner in the lessons being presented with language that is both comprehensible and purposeful. Like their English-speaking classmates, LEP children must be involved with materials and ideas which are appropriate for their age and level of development. Instruction for LEP kindergarten children can, with certain modifications, make use of many of the themes and materials developed for the monolingual child, but should also include the following understandings:

- Children always understand more language than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from and is preceded by a "silent period," which should be respected.
- Single-word utterances and short phrases are natural and acceptable language. Children will use more extensive language as they become increasingly able to express their wants, needs, opinions, and feelings.
- Language learning should simultaneously foster the child's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the children.
- It is a very sensible and practical measure to assign a classmate as a "buddy" for any LEP child who needs assistance in following the day-to-day routines.

It is important to remember that second language learners have the same abilities as their classmates. Because they are not fluent in English, the teacher cannot rely exclusively on verbal instructions. Instructions given to the entire class must be altered for LEP children. The teacher can provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Telling stories using pictures, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

Sufficient time must be provided for activities which integrate the four language skills: listening with understanding, speaking, reading, and writing. In the initial stages of second language acquisition, primary emphasis is on receptive skills (listening and reading) and following oral directions. In this context, reading aloud and telling stories to children, particularly from "predictable Big Books" and wordless picture books, are effective ESL strategies that promote language learning and literacy within a holistic frame.

Reading to children provides them with the opportunity to listen to vocabulary in a meaningful context and allows them to begin to internalize the rhythm, stress, and intonation of the language. The stories they hear will form a reservoir of scripts; LEP children can retell these stories and use the language with their teacher and classmates in natural settings. Concomitantly, reading aloud to children provides the scaffolding for cognitive growth and language proficiency within the positive and supportive environment that is imperative for successful second language acquisition.

In addition, storytelling develops language and cognition through exposure to a rich variety of literary traditions. Folktales, fables, myths, and poetry of various countries form a wealth of cultural resources that children can share and enjoy. Stories that are familiar to the children in their native language are an excellent springboard for language development in English, as the known content lightens the cognitive load. The teacher should be aware that many stories are written for native speakers of English, and may therefore contain language structures too complex for beginning learners of English. Care must be taken to present versions of the stories which contain vocabulary that is useful, are supported by illustrations or props, and whose grammatical structures have limited variation.

After sharing a story, children can be asked to:

- point to characters and objects in the illustration
- name characters and objects
- put pictures in sequence
- complete the teacher's sentences
- ask and answer questions
- dramatize with puppets
- retell the story
- describe and compare characters
- sing songs and recite poems on related topics

This literature might suitably be enriched and extended through a wide variety of activities and experiences in music, movement, dance, and/or drama. Simultaneously, it establishes a timely base for questions designed to encourage critical thinking. A suggested scheme might include the following:

Objectives	Implementation Activities	Teacher Questions
Building Vocabulary	pointing; selecting correct picture; naming	Show me the ________ . Who is this? What is this?
Selecting Details	selecting correct picture; describing	Is this a _______ ? Is this a _______ or a _______ ? Who _action_ ? What does _name_ have? What do _names_ do? Whose ________ is this?

Objectives	Implementation Activities	Teacher Questions
Finding the Main Idea	providing a title	What's the name of the story?
Establishing Sequence	putting picture cards in order	What happens first? next? last? (before/after)
Drawing Inference Predicting Outcomes	answering questions	Why did *names, action* ? How did *names, action* ? Do you think they wanted to *action* ? What do you think happens to *names* after they *action* ?
Critical Thinking Making Judgments	removing pictures or details that do not belong; classifying pictures	What doesn't belong? Do you think it was a good idea for *name* to *action* ?

Another successful approach to second language learning has been developed by James Asher, a California psychologist.* Total Physical Response (TPR) capitalizes on many of the same strategies that children use in gaining fluency in their first language. By listening and responding to verbal instructions on a wide assortment of topics (e.g., making a fruit salad, sharpening a pencil, drawing a picture), children are able to integrate both "muscle learning" and language learning. Helping youngsters combine movement and language through the activation of the kinesthetic-sensory system increases their long-term recall of the language and enhances the believability quotient. By providing an interactive model of language learning, TPR encourages the conviction that young children learn best in an environment of reduced fear and anxiety where language is heard and used for real reasons and real needs. Since TPR parallels native language acquisition, the procedure may seem intuitive. The following brief outline may be helpful:

Basic Total Physical Response Procedure

1. Demonstration: Children listen and observe while the teacher gives the language and models the behavior.
2. Children listen and respond to the teacher's language by imitating the teacher's behavior.
3. As children gain confidence in their understanding of the language, the teacher gradually withdraws the support of modeled behavior. Children may respond as a group or individually.
4. The teacher recombines old and new language and models the appropriate behavior. Children begin to participate and demonstrate their understanding as above.
5. When the children are ready, they will indicate that they can reverse roles with the teacher, other children, and the whole group.

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* James J. Asher, Learning Another Language Through Actions: The Complete Teacher's Guide (San Jose, CA: Sky Oaks Productions, 1979).

Children should be encouraged to use English in activities that engage their interest and imagination. To this end, finger painting, clay modeling, paper construction, cooking, and music are valuable and appropriate experiences for the second language learner. These and other primary experiences encourage children to share their insights and their joys. Their discoveries should be extended through various art activities or written as parts of a language experience chart that can be read and illustrated. In this manner, children progressively come to the understanding that language is a communicative tool they can use for their own purposes and intentions. The emphasis here, as in all effective ESL instruction, is on fostering communicative competence.

Music activities will rapidly involve all children in language learning, including the shyest or least proficient in English, because they give children a sense of belonging to the new language group. Materials specifically designed for the ESL child are unique in that they are linguistically controlled, and they tend to employ the rhythms and stress patterns of natural speech. Songs, rhymes, and chants add a lively dimension to language learning.

While no one specific philosophy or methodology is endorsed in this manual, there should be an understanding that language learning is a very complex and arduous task for anyone. It is no less so for any five year old child in New York City. Children need extensive opportunities to listen to and experiment with the sounds and structures of English in a secure setting. They need a diverse range of models using the language in various contexts in order for their utterances to become habitual and automatic. Finally, adapting to a new culture needs the generous and sensitive understanding of a teacher commited to helping all children learn and grow in a fashion consonant with their abilities and interests. No child deserves less; no teacher can give more.

Additional resources and curriculum guides are available from the Division of Bilingual Education, New York City Board of Education, including *A Guide to TPR: Using Total Physical Response in the ESL Classroom, Annotated Bibliography of ESL Materials for Kindergarten,* and *Learning in a Multicultural World: Kindergarten.* This last is a teacher's thematic resource guide which incorporates suggestions for experiences and activities that build language and cognition. It is available as an ESL manual, as well as in Spanish, Chinese, Haitian Creole, and Korean editions. It is part of an early childhood series that also includes manuals for first and second grade. This series is the core curriculum for bilingual early childhood programs in New York City as part of compliance with the mandates of the Aspira Consent Decree and Lau Plan. English as a Second Language is an integral part of every bilingual education program. Where bilingual education programs cannot be organized because of insufficient numbers of children of the same language and grade, a structured ESL program must be provided, at a minimum.

SECTION V

CREATING A LEARNING ENVIRONMENT

"In addition to incidental teaching moments, all aspects of the planned curriculum can incorporate a multicultural perspective. Decisions about materials, program structure, the role of parents, and the selection of curriculum topics all reflect attitudes toward cultures."

— Patricia G. Ramsey

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The Learning Center Approach

The learning environment consists of everything a child experiences — people, places, and things. Young children learn by interacting with their environment. Therefore, when planning the classroom learning environment, the teacher considers the backgrounds, cultures, strengths, interests, and needs of all the children.

The multicultural/multilingual kindergarten is a mirror of the many cultures and languages within the community. Children need to see aspects of their home and community cultures reflected in the classroom. Such an environment supports a positive view of their own culture, enhances a respect for the diversity in the lifestyles of their classmates, and encourages appreciation for the positive contributions of all cultures.

The physical environment of the classroom invites and encourages exploration and discovery. Through varied activities, children develop skills and concepts. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The learning center approach allows children to be active participants in their own learning. Children are able to manipulate materials and learn through discovery at their own individual pace and level of ability. The teacher structures the environment, sets up the centers, and keeps track of the children's progress. When necessary, furniture, materials, and equipment can be arranged so that children with special needs are involved in all the areas.

A learning center is an area of the room set aside for specific activities. Learning centers in the kindergarten can include:

- Art
- Blockbuilding
- Housekeeping
- Library/Listening
- Mathematics
- Music and Movement
- Sand and Water
- Science
- Woodworking
- Writing

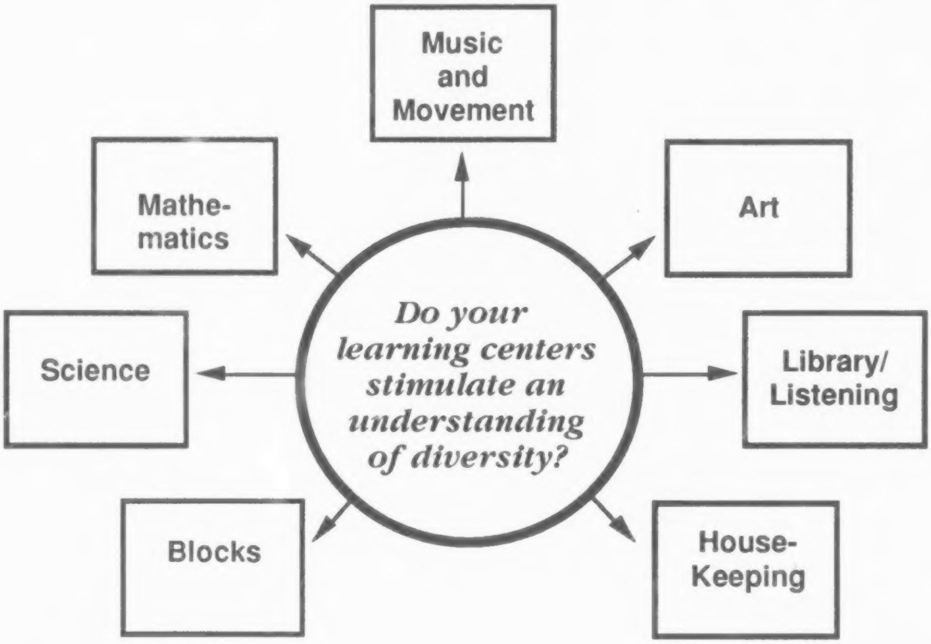
Appropriate objectives are achieved through:

- hands-on experiences.
- activities that range in levels of difficulty.
- use of materials to achieve, reinforce, or enrich skills.
- development of thinking and problem-solving abilities.
- sharing and cooperation.
- emphasis on respect and appreciation for the diversity of lifestyles, languages, and cultures within the community.

An *interest center* is an area which focuses on a particular theme. For example, if the theme is "Dinosaurs," a table may be set up with a variety of pictures and models of dinosaurs for children to explore and discuss. A learning center may also be an interest center.

As teachers begin to incorporate a multicultural perspective into existing learning centers, they must assess the extent to which the classroom fosters the children's understanding of diversity.

The teacher guides the children by being supportive and by expressing respect for each child. Children feel secure within an environment where individual styles are appreciated and success is measured by individual efforts. Each child should leave school each day with a feeling of success and well-being.


Music and Movement
Mathe-matics
Art
Science
Do your learning centers stimulate an understanding of diversity?
Library/ Listening
Blocks
House-Keeping

Appropriate suggestions for each learning center follow:

Blocks

- Children are exposed to visual aids (posters, filmstrips) and pictures of familiar and unfamiliar structures.
- Wooden or plastic accessories (human figures, vehicles) are representative of various cultural groups.

Science

- The Discovery Center contains materials (such as full-length mirror, magnifying glass, and tape recorder) that allow children to explore their own physical characteristics and those of others (e.g., use of magnifying glass to examine hair or fingernails).
- Several varieties of growing plants are available for exploration. Children will discover that plants, like people, have characteristics which are similar and different.
- Cultural artifacts (for example, carvings or pottery) are available for children to examine.

Mathematics

- Natural objects (such as beans, shells, and stones) are available for counting and sorting.
- Graphs provide visual representations of the many kinds of similarities and differences in children's lives.

Music and Movement

- Musical instruments reflect a variety of styles from diverse cultural and ethnic groups (klimba: West African finger piano; sitar: stringed instrument from India).
- There are opportunities to share music through singing, listening and movement.

Art

- Art activities incorporate crafts found in different cultures.
- Artifacts and pictures reflect diverse cultures. (Some examples include beans, straw, scraps of material.)

Library/Listening

- Children's books are free of stereotypes and sexist images.
- There is a balanced collection of books and tapes that reflect familiar and unfamiliar cultures and lifestyles, as well as a variety of economic levels.
- Tapes of stories, poetry, and music in many languages are available.
- A variety of ethnic and racial groups and cultures is represented in the class library.
- There is a balanced collection of books in the various genres of literature (e.g., poetry, folktales).

Housekeeping

- Customs and traditions of many cultures are represented in the equipment used in housekeeping area (chopsticks, mat).
- Props are available for children to use in role play (kimonos; dashikis; cloth to wrap into saris, gelees, or bubas).
- Various occupations are displayed in Housekeeping and Block centers through props (for example, stethoscope, hard hat/helmet).
- Diverse groups (including the handicapped) are represented in the doll collection.
- Groups other than "black" and "white" (e.g., Mexican, Asian) are represented by dolls, puppets, and other figures.
- The physical features of these figures are authentic.

Developing Centers

It is a good idea for the teacher to start with a center checklist. Included on the list are:

- skills to be learned
- activities
- materials needed
- library books, poems to be used
- songs, records
- special equipment needed
- visual aids
- bulletin board display ideas
- supplies which may be contributed by children and parents.

The teacher selects an area of the room and furniture appropriate for the center. All of the charts, materials, games, and worksheets needed for the center are placed there. Children work in the learning and interest centers during the planned time periods in the morning and afternoon.

The learning centers and the interest centers are used in varying ways by the children. They may work on independent study projects or individual assignments; they may create follow-up projects for a teacher-directed instructional activity, or engage in enrichment experiences.

Most centers will be used in a self-selected manner by the children. Organization is a vital component of this approach. Centers and materials should be identified with visual cues as well as printed words, and directions should be included when necessary. When appropriate routines have been established, children are able to work independently, in a manner which reflects their own interests and abilities.

Learning center activities are frequently motivated by the children's interests or by direct experiences, such as a field trip. They may also reflect a theme or a curriculum topic.

Books, objects, pictures, and other resources are collected by the teacher and children for specific centers. Letters may be sent to parents describing the centers and requesting additional materials. It is important that all written communications be translated into the home language where necessary.

Room Arrangement

Room arrangement is a tool teachers can use to support children's emotional, social, physical, and intellectual growth. Children entering a new environment need to feel secure enough to interact with people and materials. Socialized behavior is fostered by the way the room is set up, as well as by the materials that are available. Skills like identifying, matching, numbering or pairing, classifying, sequencing, and coding can be developed in a classroom that is well arranged.

The teacher should carefully plan the physical aspects of the classroom before the children arrive on the first day of school. The teacher makes a floor plan of the room before the program begins, and establishes the most appropriate places for the learning centers. Room arrangements should be flexible, allowing many different formats during the year to meet changing needs. The centers should be clearly defined for easy recognition. The children can help decorate and add to the centers, using found or donated equipment. Portable centers, which consist of an activity box focusing on a specific interest or content area, can also be used.

The placement of centers of interest in the classroom encourages children to interact. Active and quiet areas are established. Quiet areas such as Library/Listening, Science, and Mathematics should be near each other when possible. Blockbuilding and Housekeeping areas are close to each other so that activities can be interrelated and easily extended. The Woodworking Center is placed out of the traffic pattern for safety reasons.

A large, open floor area is available as a multi-use space to accommodate large group activities such as meetings, direct instruction, dramatic play, music/movement, and large muscle activities.

Seating arrangements for the children are flexible. Tables and chairs are used for multiple purposes, and can be moved or rearranged to provide a large open space when needed. They are moved to the different interest areas as they are needed during the day. If lunch is served in the room, tables and chairs are moved back to the center of the room.

The room can be divided into areas by arranging existing furniture and equipment. Desks, tables, shelves, cabinets, or a piano can be used for display or storing materials. Cardboard covered with suitable material can be used as a flannel board, a divider, or for display. Large cartons can be placed on tables to make independent work areas.

There should be enough space between centers for a flow of traffic. Optimally, children should not have to pass through one area to get to another. The room is arranged so that the teacher can see all the areas.

Centers that require electricity (for the tape recorder) or water (for the water table or art activities) should be located near the resources needed.

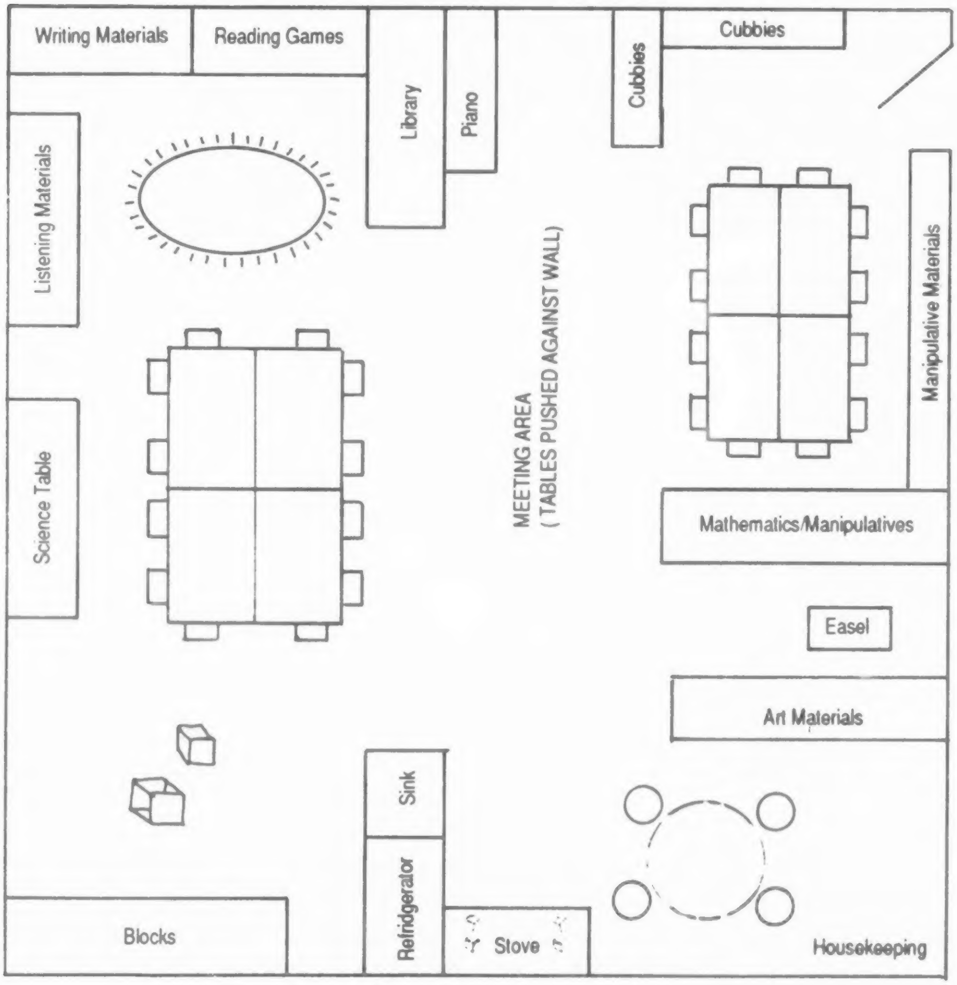
The teacher provides ample bulletin board space that is low enough for children to display and view their own work. If bulletin boards are not available, a clothesline and clothespins can be used.

If the room does not have a sink, the teacher may still provide children with a water source. A table can be set up near the easel for washing brushes; buckets of water, a plastic pitcher, and a basin should be provided. The routines involved can be an excellent direct instruction activity in developing sequence skills.

The following pages contain suggestions which may assist teachers in designing their own classroom floor plans. These room arrangements can be modified and adapted to reflect individual needs.

Suggested Floor Plan #1

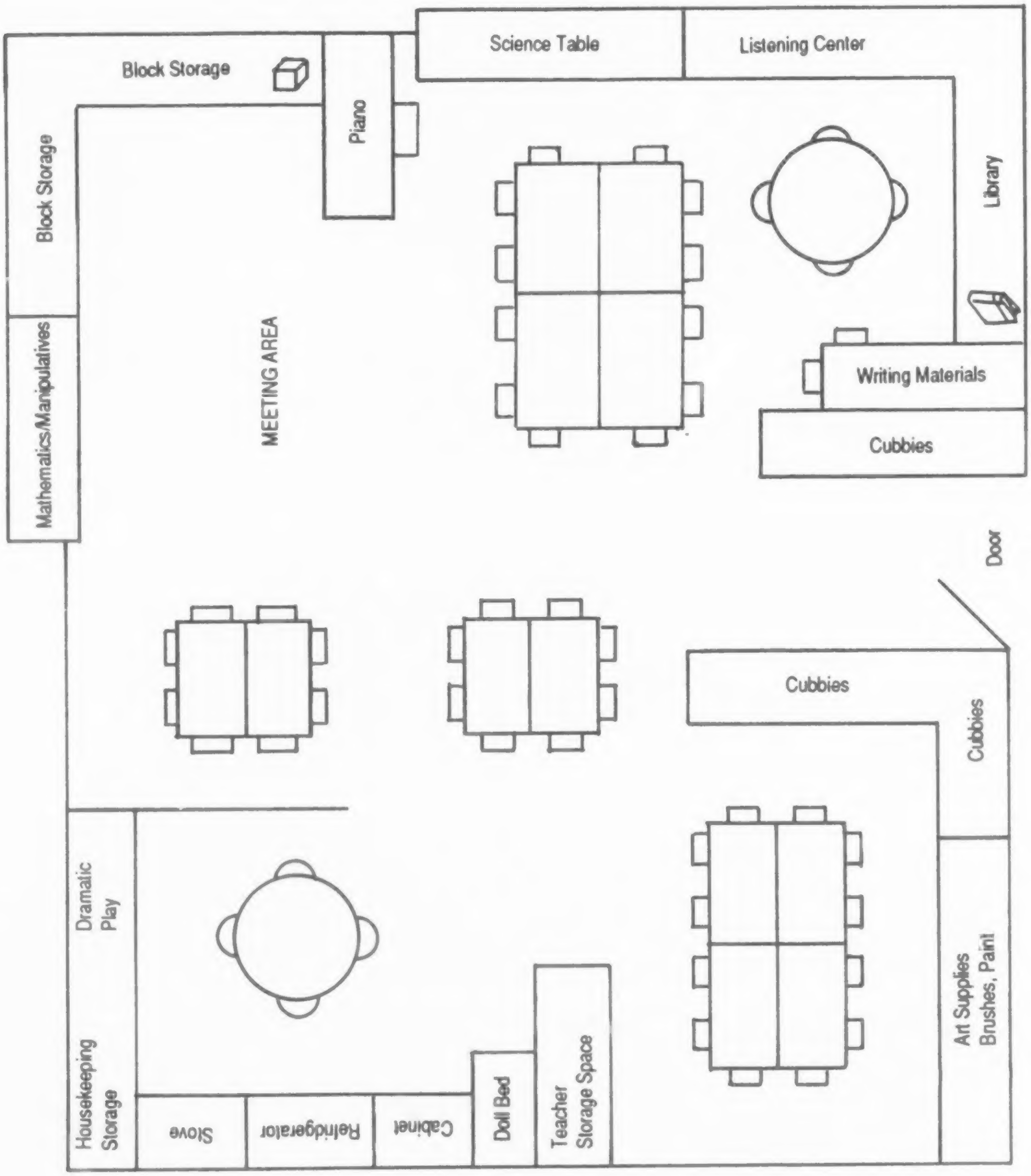
This is a floor plan for a small room with no running water and no toilets.


Writing Materials
Reading Games
Library
Piano
Cubbies
Cubbies
Listening Materials
Manipulative Materials
Science Table
MEETING AREA
(TABLES PUSHED AGAINST WALL)
Mathematics/Manipulatives
Easel
Art Materials
Sink
Refridgerator
Stove
Blocks
Housekeeping

91

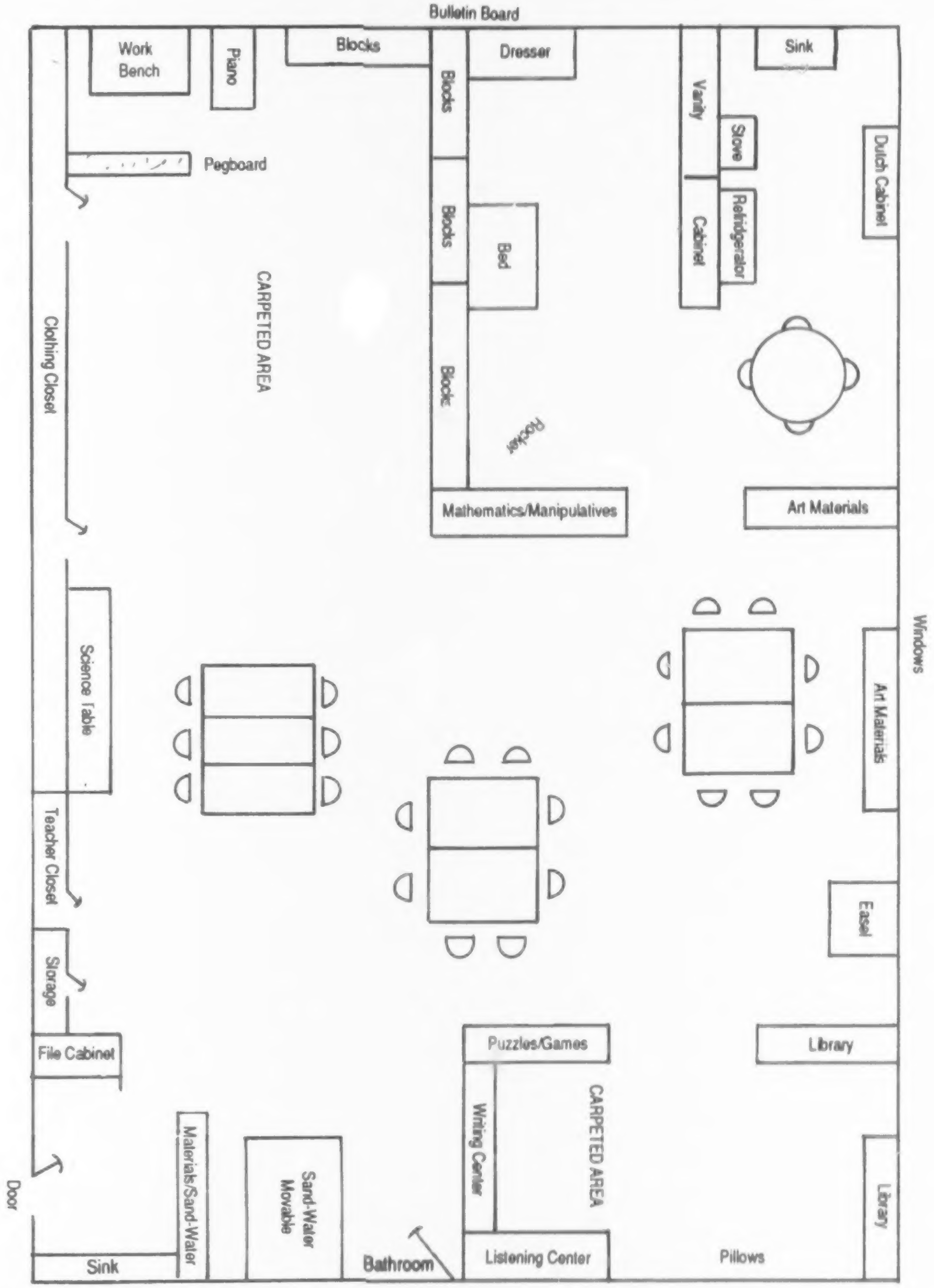
Suggested Floor Plan #2

This is a floor plan for a double kindergarten in a large room with two teachers (no running water, no toilets).


Block Storage
Piano
Science Table
Listening Center
Block Storage
Library
Mathematics/Manipulatives
MEETING AREA
Writing Materials
Cubbies
Door
Cubbies
Cubbies
Dramatic Play
Art Supplies Brushes, Paint
Housekeeping Storage
Stove
Refridgerator
Cabinet
Doll Bed
Teacher Storage Space

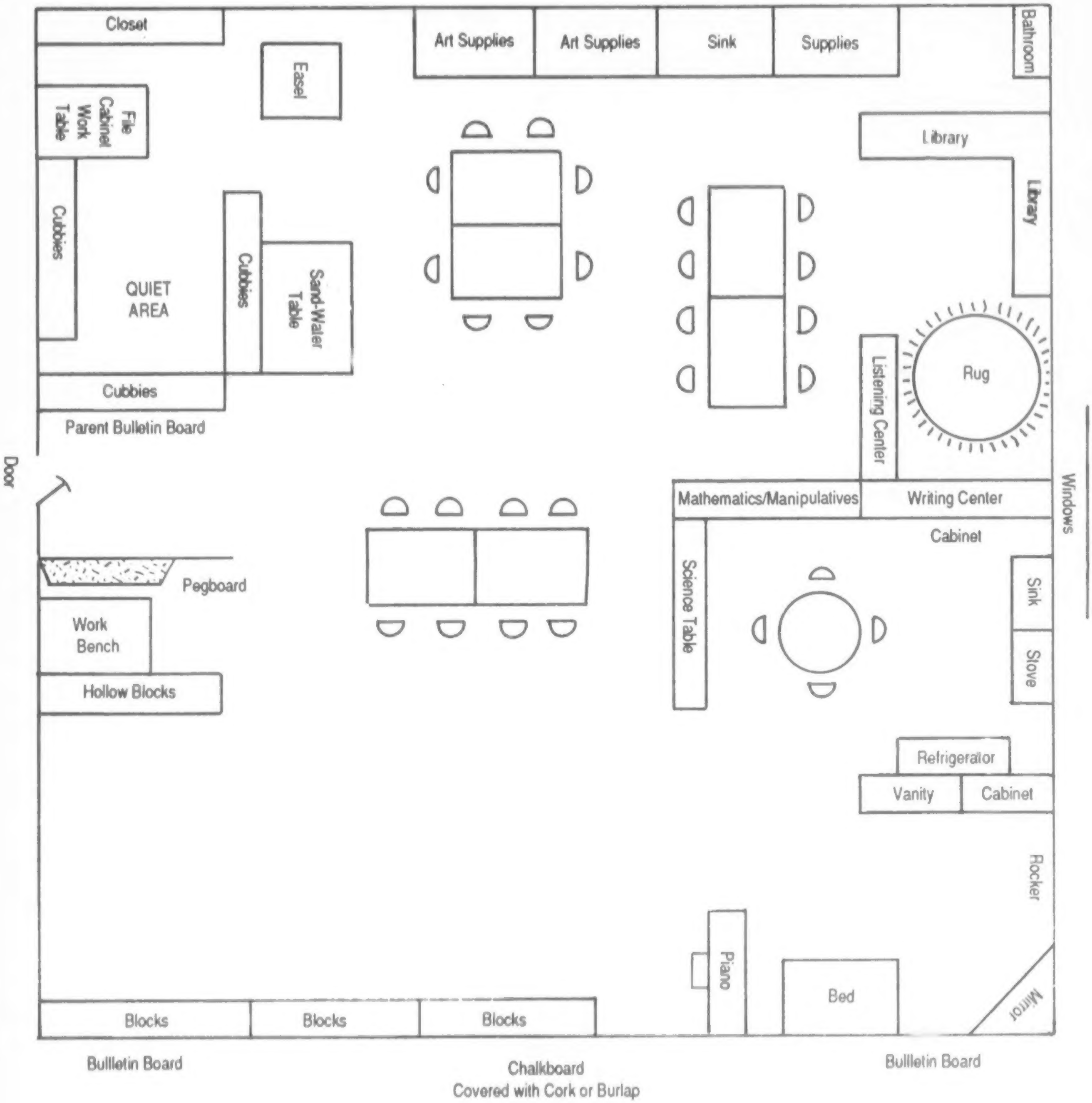
Suggested Floor Plan #3

This is a floor plan for a newer room with running water and toilets.


Bulletin Board
Work Bench
Piano
Blocks
Dresser
Sink
Pegboard
Blocks
Vanity
Stove
Dutch Cabinet
Blocks
Bed
Cabinet
Refrigerator
CARPETED AREA
Clothing Closet
Blocks
Rocker
Mathematics/Manipulatives
Art Materials
Windows
Science Table
Art Materials
Teacher Closet
Easel
Storage
File Cabinet
Puzzles/Games
Library
Writing Center
CARPETED AREA
Door
Materials/Sand-Water
Sand-Water Movable
Library
Sink
Bathroom
Listening Center
Pillows

Suggested Floor Plan #4

This is a floor plan for a large room with no running water and no toilet.


Closet
Art Supplies
Art Supplies
Sink
Supplies
Bathroom
Easel
File Cabinet Work Table
Library
Library
Cubbies
QUIET AREA
Cubbies
Sand-Water Table
Rug
Listening Center
Cubbies
Parent Bulletin Board
Door
Mathematics/Manipulatives
Writing Center
Windows
Cabinet
Pegboard
Science Table
Sink
Work Bench
Stove
Hollow Blocks
Refrigerator
Vanity
Cabinet
Rocker
Piano
Bed
Mirror
Blocks
Blocks
Blocks
Bullletin Board
Chalkboard Covered with Cork or Burlap
Bullletin Board

Making Centers Work

For learning centers to work effectively, teachers need to consider the storage and management routines in each area. Materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive way to invite use and exploration. Materials should be on low shelves and clearly labeled with pictures and words. Children should be encouraged to do as much as possible by themselves and to care for their own needs when this is feasible. A cubby or a shelf with the child's name or picture provides a private storage space. Illustrated labels on shelves help children learn where they can find and replace the materials they use.

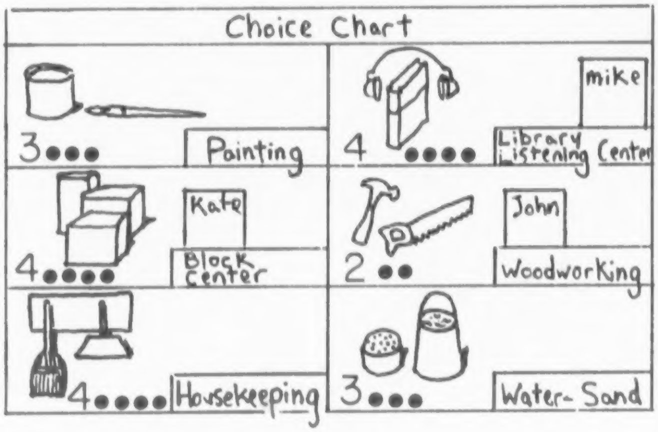
Adequate storage in each center should be provided. A good storage system facilitates the clean-up routines. Following are some "workable" suggestions which teachers have found helpful:

- Always begin with fewer materials rather than more. This slower start allows children to become comfortable in the centers, and to develop consistent routines for working with and storing materials appropriately.
- Pictures and activity cards may be covered with clear contact paper to extend their usefulness.
- All materials should be stored in the same place every day.
- Shelves and cabinets should be roomy enough to permit order without clutter.
- Materials should be changed periodically to maintain interest.
- Similar items should be stored together.
- Children may help decide where new materials belong. ("Devin, we have some new puzzles today. Where do you think we should keep them?")

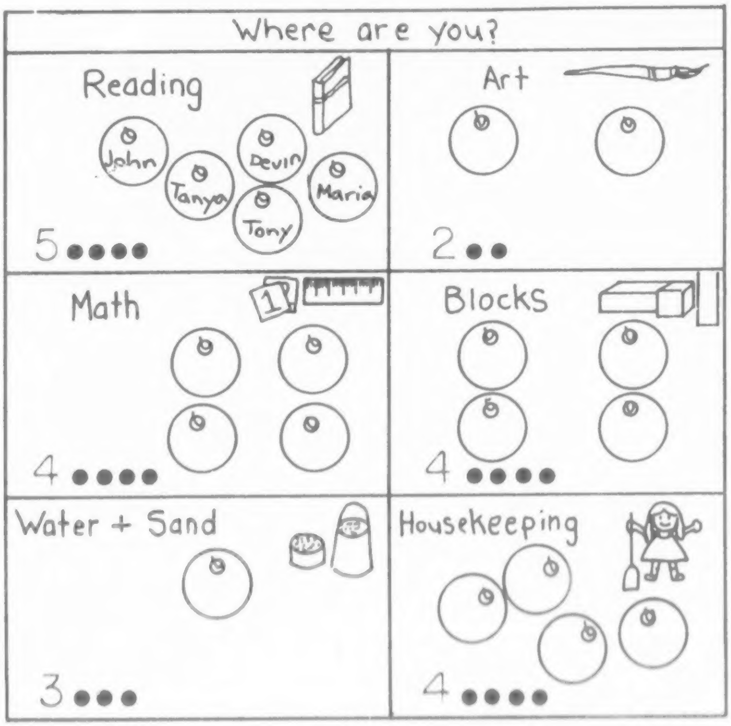
Appropriate daily classroom routines allow children to plan for their own learning center activities. During large or small group meetings, they should be encouraged to talk about where they wish to work and what they will be doing there. Such planning opportunities allow children to participate in their own learning, while developing decision-making and problem-solving skills. Follow-up meetings will permit time for reviewing and sharing the center experiences to help reinforce the learnings that have taken place.

Choice Chart

In encouraging children to make choices, a chart like the one below can be helpful. Children learn to put their name cards in the appropriate space, while developing concepts of one-to-one correspondence. The large dots demonstrate clearly how many name cards can be placed in that section.


Choice Chart
3 ●●●
Painting
mike
4 ●●●●
Library Listening Center
Kate
4 ●●●●
Block Center
John
2 ●●
Woodworking
4 ●●●●
Housekeeping
3 ●●●
Water- Sand

In classrooms where the routines allow children to move freely from center to center, a pegboard and hangtags, such as the one illustrated below, will permit children to "check in" and "out" independently:


Where are you?
Reading
John
Devin
Tanya
Maria
Tony
5 ●●●●
Art
2 ●●
Math
1
4 ●●●●
Blocks
4 ●●●●
Water + Sand
3 ●●●
Housekeeping
4 ●●●●

To keep track of the children's experiences in the learning centers, it is helpful to keep a record of their choices. A simple tally chart, like the one below, can be most effective:

Name	Art	Housekeeping	Math	Blocks	Reading Listening
Sequana	III	卌 I	II		
Kimberly	卌	III	卌		IIII
Marlon	III		I	卌 I	II
George	卌	I	IIII	IIII	I

Some children may need assistance in making choices. For children who are reluctant, the choice chart can help them make a conscious decision. If children do not select specific materials themselves, some appropriate items may be placed on a table for them. This simple act invites the hesitant child to sit down and explore.

Grouping

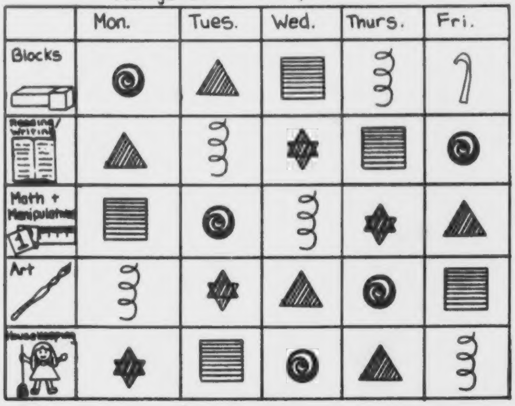
Learning centers make a variety of groupings possible:

- Heterogeneous arrangements, which allow children of different abilities and language backgrounds to interact for peer tutoring.
- Teacher-selected homogeneous groups, when a specific skill is being taught in the center.
- Self-selected activities which allow children to work alone or with friends in the center.

Some teachers choose to separate the class into small groups that will stay together and rotate to different centers as a group on a consistent basis. Pictures, symbols, or colored squares can be used on a flowchart for managing this type of group approach. The chart is easy for the children to follow. Children start working at the area designated for their group and then move on when work is completed. Each group is designated with a special symbol which has been chosen by the children. The teacher can now record varied experiences.

For easy reference, the names of each group's children, along with their symbol, may be displayed prominently in the room.

Management of Groups



	Mon.	Tues.	Wed.	Thurs.	Fri.
Blocks	◎	▲	▤	§	ʃ
Reading/Writing	▲	§	✡	▤	◎
Math + Manipulatives	▤	◎	§	✡	▲
Art	§	✡	▲	◎	▤
Housekeeping	✡	▤	◎	▲	§

Center by Center: A Closer Look

This section will briefly explore three important learning centers and describe their contents and purposes more fully. Blockbuilding, Housekeeping, and Library/Listening were selected to demonstrate the rich possibilities inherent in the learning center approach.

Blockbuilding

Blocks are a rich and versatile source of learning involving the whole child. Young children use blocks to recreate what they know, such as a simple house, garage, or road. They can then expand these attempts into new and more complex structures.

Solid hardwood unit blocks come in a variety of shapes. Because they are mathematically proportioned, children can discover size and weight relationships as they build. (For example, they may find that two squares equal a rectangle unit or that two triangles make a square.)

Children move through developmental stages of blockbuilding at varying rates, depending on their individual interests and abilities. These stages are:

- gathering/carrying
- laying flat
- stacking/piling
- connecting; making enclosures
- building complex structures

Recommended Materials

- block cabinets (enough to hold the number of blocks available)
- labeled containers for accessories
- unit blocks
- hollow blocks
- signs
- cars, trucks, boats, and planes
- nonsexist, nonstereotypical figures representing varying ethnicities, occupations, and family groupings
- farm, domestic, and wild animals
- fabric and carpet remnants
- photographs of block constructions, as well as of familiar and unfamiliar real-life structures
- pulleys
- wheels
- boxes, cartons, baskets
- paper, tape, markers

Housekeeping

The Housekeeping Center allows children to act out both familiar and imaginary experiences through dramatic play. By incorporating their perceptions and observations into this form of roleplay, children learn to better understand the world they live in. The teacher can play an important part in enhancing such growth by providing appropriate accessories to be used in playing out, or "trying on," real-life experiences.

Recommended Materials

- table and chairs
- sink, stove, refrigerator, cabinet
- ironing board and iron
- dishes, pots and pans, utensils for eating and cooking that reflect various cultures
- broom, dustpan, mop
- male and female dolls representing many ethnic groups and various ages
- doll bed and carriage
- highchair
- neckties and hats (including sombrero, beret, cuffee)
- costume jewelry
- play foods and empty food boxes reflecting many cultures and ethnic groups
- shopping cart
- telephone and telephone directory
- full-length mirror (unbreakable)
- suitcases/attache cases
- dress-up clothes representing many cultures (examples: kimono; kilt; dashiki; cloth to wrap into saris, gelees, or bubas)
- pictures of families from many cultures
- paper, tape, markers
- prop boxes to extend dramatic play through such themes as Supermarket, Restaurant, or Doctor's Office

Library/Listening Center

Looking at books and listening to songs, poems, nursery rhymes, and stories are natural and enjoyable activities for young children. The Library/Listening Center allows these experiences to take place as children choose their own materials to use individually or with friends. They can select books to "read" along with, records or tapes to sing along with, or just for listening. This center helps children recognize the correspondence between language and print, images and pictures, and to acquire specific knowledge about various subjects.

The existence and use of appropriate listening materials is of crucial importance for the LEP child. These children need to hear varied forms of the second language to use as models. The teacher's speech is one that they will hear often; other English-speaking adults and children offer models of speech as well. Having additional speech models in the form of records, tapes, and filmstrips will create a rich environment which facilitates language acquisition.

Recommended Materials

- display unit
- soft chair and pillows
- rug or carpet
- round table and chairs
- tape recorder/tapes in English and other languages
- record player/records in English and other languages
- earphones
- books to accompany the tapes and records
- multiple copies of children's books and magazines
- books dictated or written by children
- books created by teachers, parents, classroom paraprofessionals, student teachers
- books in many languages
- flannel board and felt story figures
- puppets
- paper, tape, markers
- encyclopedias
- dictionaries

These three learning centers demonstrate only some of the possibilities to be discovered. Other appropriate centers are Writing, Art, Mathematics, Science, Manipulatives, Woodworking, Music/Movement and Sand/Water. Interest centers may differ from class to class. Examples of interest centers might be:

- Dinosaurs
- Machines
- Friends Around the World
- Special Days
- All About Me

Additional Recommended Equipment and Supplies

Basic Equipment
child-sized tables and chairs
mats (resting)
pegboard room dividers
storage shelves
storage cabinets
bulletin boards
clock
broom, dustpan, mop
hotplate/cooking utensils
projector (slide and overhead)
refrigerator (if available)
piano and stool (if available)

Communication Arts
tactile letters (upper and lower case)
sandpaper letters
rubber stamp alphabet
card games
word game
pupil-made books
perceptual materials: visual discrimination of shapes, colors, textures, sizes associate words with pictures
puppets and story accessories
flannel board stories, letters
names, signs, labels
sequencing pictures
magnetic board and letters
experience charts
classification materials
alphabet books
Lotto games
"What's Missing" dominoes
opposites
parquetry/mosaics
puzzles (word and picture)
construction paper
language-experience booklets
sentence strips

Writing Center
primer typewriter
pens and pencils
magic markers
colored pencils
crayons
chalk/slates, eraser
various sizes of paper, both lined and unlined
picture dictionary
letter-tracing stencils
variety of alphabets (wood, sandpaper, rubber-stamp)
name cards
word cards
class lists
writing box (ideas and suggestions)
wallpaper and cardboard for bookcovers
display cards for manuscript and cursive letters
scissors
picture box

Mathematics
abacus (counting frame, shape/color abacus)
clocks, 12-inch cardboard clock dial
calendar
toy money, cash register
number and picture matching tray
sets of picture cards, number cards, numerals
flannel board, felt cut-outs (geo-forms)
chalkboard, individual slates and chalk
geometric figures for tracing, shape templates
number games (Bingo, Lotto)
scales, weights, pan balance scale
rulers, tape measure, meterstick
liquid measures: cups, spoons, containers
metric measuring equipment
shape-sorting box, sorting tray
number puzzles
Cuisenaire rods
dominoes
pegboards and pegs
tactile number blocks
tactile dominoes
beads and string
number boards
unit stacker
form-o-grams
attribute blocks
Vertiblocks (cubes), colored cubes
paper and pencils
objects for counting (bottle caps, sticks)
books (example: *The Three Bears*)
categorizing materials (buttons, screws)
sorting tray
number lines: desk/walk-on
fractional parts
pattern cards

Science
magnets, one per student
magnifying glasses, one per student
colored chalk
chalkboard compass
chalkboard meter or yard stick
mechanical toys, assorted
aquarium and aquarium supplies
terrarium
insect cages

enamel or plastic trays, tote trays, plastic storage tumblers
canning jars with ring lids
window screening, plastic
cheesecloth
gardening supplies
natural collections: pressed or mounted leaves, feathers, rocks and minerals, fossils, bones, fruits and seeds, shells, sand, fur

Sand and Water Experiences

sand and water table
funnels, measuring cups and spoons
basters and eye droppers
graduated cups, drums
sieves and scoops
boats
plastic bottles of various sizes
dustpan and broom
sand tools
straws, corks
toy cars, airplanes, animals, people
(can be taken from other areas of the room)

Art Materials

easel
easel clips
smocks
paint containers
brushes
paint, tempera
newsprint
finger paint
finger paint paper
crayons and markers
craypas
manila paper
scissors
construction paper
moist clay
clayboard and crock
paste and glue
collage materials
Playdough
socks, mittens, trimmings (for creating puppets)
water (sink or basin)
design blocks (tracing)
paper cutter
paper bags
plates and cups
pipe cleaners
wallpaper samples
felt pieces
tissue paper/crepe paper
straws
paper towels
sponges—cleanser/soap
drying rack or line
sewing materials
Dixie mesh
clear bags or boxes (for storage of material)
newspaper of oilcloth
colored shapes

Music

rhythm sticks (10)
wood blocks (2)
sand blocks (2)
soprano sounder (4)
crow sounder (2)
triangles (3)
tambourine stick (2)
cymbals (2)
triple bells (3)
jingle clog (2)
drums
xylophone
record player
records
earphones
piano
tuning fork
pegboard for storage of instruments
materials to make home-made instruments:
cigar boxes
rubber bands
bottles and coffee cans
glasses
combs
cereal boxes
sandpaper
aluminum pie pans
wood blocks

Health and Physical Education

hollow blocks
chair nesting blocks
hoops—3 sizes
balls, assorted (yarn, rubber)
rhythm and dancing records
bean bags
food group charts
soap, water, paper towels
scale and yardstick
Snellen chart
dental slips
hand puppets-doctor, nurse, dentist
tissues
mats (for rest time)
song plays and dances
outdoor play area (slide, swings, jungle gym)
wagons and tricycles
ropes
balance beam
movement education records

Table Top/Manipulative Materials

Tinker Toys
Lego/Duplo
colored blocks
Lincoln Logs
construction toys
wooden puzzles
toys with mechanized parts
beads and strings
pegboards and pegs
Unifix
bristle blocks
lacing, buttoning, zippering, typing, snapping materials
mosaics

Woodworking
workbench and storage
saw
hammers
pliers
screwdrivers
vise
plane
hand drill and bits
nails and screws, nuts and bolts
soft wood and wheels

spools, sandpaper
hollow blocks
cars and trucks
boats and trains
animals
people
accessories: signs, fences
low shelves for storage

Cooking Center
broiler oven
hot plate
pots and mixing bowls
colander
utensils, peeler
paper service
food for instruction
rolling pin
measuring cups, spoons
tray
beater

Using Recycled Materials for the Classroom

The first commandment for kindergarten teachers: Thou shalt not throw anything away!

In addition to materials which can be purchased for the kindergarten program, the teacher may collect various common materials which can be recycled for instructional purposes. Among these materials are:

- **Food Boxes and Labels**
  1. **Label Book** - Paste well-known (and nutritionally sound) labels from food containers into a stenographer's notebook. One page can be used for each label. Invite children to identify the food and brand.
  2. **Groceries List** - Cut out food-box fronts. Punch a hole on top of these and attach several to a ring or with yarn to make a set. On a trip to the supermarket, children can each carry a set, and match the box fronts to the products on shelves.
  3. Clean and safe cans and empty food boxes can be used in the Housekeeping Center.
  4. Box fronts can be laminated with clear contact paper. They can be:

     (a) cut up and used as puzzles.

     (b) used for tracing letters with soft-wax crayons.

     (c).used as sewing cards. Punch holes around the edges and attach a long shoelace.

- **Shoe Boxes**
  1. **Belongings Box** - With paint and other decorations, children can personalize their own box. The teacher adds their names.
  2. **Building Blocks** - Stuff the boxes with newspaper and cover. Cover entire box with contact paper.
  3. **Sand/Salt Tracing Box** - Paint the inside bottom. When dry, cover the bottom with a layer of salt or sand. Children can trace letters, numbers, etc.

- **Old Clothing**
  1. **Costumes** - Hang up or fold clothes in the Housekeeping Center. For safety and health measures, make sure that the clothes aren't too long, and ask parent volunteers to wash them occasionally.
  2. **Busy Boards** - Use clothing items with zippers, a row of buttons, buckles. Cut around the gadgets. Mount on heavy cardboard.
  3. **Collage** - Cut up some interesting textures for pasting.
  4. **Tactile Matching Game** - Cut sets of matching 8" squares. (The fabrics must differ in textures.) Make two piles. A child tries to match the sets while blindfolded.
  5. **Dancing Props** - Lightweight fabric can be cut into 12" squares. Put a record on, and invite children to make the material "dance."

- **Wallpaper Sample Books**
  1. **Floormats** - Machine sew two sheets of heavy washable wallpaper together. Layers of newspaper can be used to stuff them. Ask parent volunteers to assist in making the floormats.
  2. **Placemats** - Use one sheet of washable wallpaper. With indelible marker, print the child's name in the right-hand corner. The children may trace their names while waiting for lunch.
  3. **Scraps** - of wallpaper can be used for collage activities.
  4. **Aesthetic Appreciation** - In order to expand vocabulary, the class may touch, view, and discuss wallpaper patterns.

- **Large Fruit Cans** (from the school lunchroom) - Wash well, and check for smooth rims.
  1. **Toy Containers** - Label container with picture and name of toy.
  2. **Gifts** - Children can cover the cans with fabric, wallpaper, or paint.
  3. **Paint Caddy** - Three small paint containers and brushes can be put inside the large can. It will help prevent spills during table or floor painting.

- **Cardboard Trays** (from the lunchroom)
  1. **Sorting Game** - Children follow the teacher's directions. In the trays, they arrange small articles according to size, shape, and color.
  2. **Touching Trays** - Individuals select items to represent each tactile category (e.g., soft cotton ball, hard wood, sticky paper, rough sandpaper, smooth satin). Children paste their own sets on trays.

- **Egg Cartons**
  1. **Pair Game** - Glue a different small article in each compartment (e.g., bean, pasta, button, etc.) Blindfold a child and have the child find a match with a loose article.
  2. **Arts and Crafts** - Combinations of egg carton sections can be experimented with to create baskets (4 sections), flowers, animals (caterpillar = 6 sections, ladybug = 1 section).

The Teacher's Role

A learning center cannot function unless the teacher interacts with the children and supports their own interactions. The teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills. At class meetings, the teacher reviews, discusses, and explains ongoing learning center experiences. Through this sharing process, the children come to understand how they are growing and learning through their independent and small group activities.

The teacher, as facilitator, assures a productive, smooth process by:

- introducing the centers and some of the activities.
- entering into the children's play where appropriate.
- demonstrating materials and emphasizing care and storage of these items.
- introducing vocabulary connected with each learning center.
- preparing tools and materials needed for every center.
- collecting resources that apply to the skills being developed.
- keeping records.
- helping children create their own activities.
- giving support to groups of children at each center.

The teacher maintains order and organization in the classroom and, at the same time, gives children a feeling of security in the environment. Consistency is paramount so that children can become self-confident in the use of materials and equipment.

Teachers acquaint parents with the program in the classroom, its centers, and the concepts being taught. New learning centers can be described in newsletters, translated into the home language as appropriate. Progress can be demonstrated by sharing children's scrapbooks or completed projects with parents.

Checklists for the Classroom Learning Environment

Contextual Invisibility

Teachers must not only guard against stereotyping and negative characterizations, but should also keep in mind that a multicultural perspective can easily be damaged by what has been called "contextual invisibility." Groups which are consistently ignored in materials and books do become, to all intents and purposes, invisible. When there are no opportunities to mention them in the classroom, it may seem to children that they do not exist.

To evaluate such contextual invisibility, it is necessary to note the numbers of women, members of various racial and ethnic groups, people with disabilities, older people, and people from a variety of social classes presented in the material. Teachers need to exercise care and sensitivity when selecting curricular items, such as books, games, and posters, to support the objectives and goals of a truly multicultural classroom.

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Incorporating Cultural and Linguistic Diversity

Housekeeping

________ Are tables arranged in groups?

________ Do dolls accurately represent different sexes and racial/cultural groups in features and dress?

________ Are a variety of garments worn by members of diverse cultures, such as dashikis, saris or shawls, available for "dress up"?

________ Do common food products have appropriate bilingual labels, such as riz/arroz/rice, lait/leche/milk?

________ Are ethnic artworks and crafts displayed and used?

________ Are photographs of men and women in a variety of nurturing roles displayed?

________ Are culturally-diverse props available to stimulate dramatic play (chopsticks, mats, metate, mortar and pestle)?

Communication Arts

________ Are nursery rhymes and fingerplays taught in different languages?

________ Do folktales and poems reflect different cultures?

________ Are filmstrips, slides, and photographs free of cultural, racial, and sexual bias?

________ Are there many opportunities to help children express their thoughts, feelings, creative ideas about themselves and others?

Cooking/Science

________ Do snacks and cooking experiences feature nutritious recipes from many cultures?

________ Have the children prepared a cookbook containing snacks and recipes from many cultures they have tasted in class?

________ Do children use all of their senses in food activities?

Mathematics

________ Are natural materials like stones and beans available for sorting and counting?

________ Are graphing experiences, indicating similarities and differences in many areas, presented to the children on an ongoing basis?

Blocks

________ Are pictures and photographs of homes and buildings in the community on display?

________ Are block accessories multiracial and nonstereotypical in race and sex roles (e.g., Black male medical person, Asian female construction worker)?

Music

________ Can children make or use simple rhythm instruments used by different cultural groups (e.g., maracas, tabla, African talking drum)?

________ Are simple folk dances taught?

________ Are movement activities experienced through use of records and tapes from varying cultures and in many languages?

Library/Listening Center

________ Are children learning songs from different cultures and in many languages? (*Ti Poulette, La Linda Manita?)*

________ Do records and tapes reflect different cultures and languages (*Caribbean Songs and Games for Children*, Folkways Records?)

________ Are there books and records reflecting different cultural groups (*I'm Glad I'm Me* by Elberta Stone, *All Kinds of Families* by Norma Simon, *Santiago* by Pura Belpre?)

________ Are bilingual books included in collection (*I Am Here - Yo Estoy Aqui* by Rose Blue?)

________ Do materials reflect current lifestyles of people from different cultures, including the handicapped?

________ Are pictures and photographs found in books and posters free of cultural, racial, and sexual bias?

Art

________ Are children given opportunities to engage in ethnic crafts (pottery, beadwork, masks)?

________ Are realia from different cultures displayed in the appropriate learning centers (castanets in Music Center, basketry in Art or Housekeeping Center)?

________ Do pictures displayed around room include self-portraits, and males and females of different cultural groups engaging in nontraditional jobs?

Additional Questions: Portrayal of Gender and Racial/Ethnic/Cultural Groups*

________ Do the materials contain negative messages about any group?

________ Are illustrations of people's physical characteristics unreal or unnatural (for example, Asians portrayed as yellow, African-Americans with "white" facial features, Native Americans with red skin)?

________ Are the lifestyles of one group's members depicted as inferior to the lifestyles of members of another group?

________ Are "loaded" words which are condescending or present negative images used to describe any group?

________ Are women always portrayed in traditional sex roles (for example, teacher, nurse, secretary, housewife)?

________ In books, do females always have passive roles and males active roles?

________ Are high-status or decision-making occupations and roles (doctor, scientist) associated only with males in the story?

________ Are females consistently depicted as defenseless and/or dependent?

________ Is a female's success based on her good looks and physical attributes or on her initiative and intelligence?

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* Adapted from: Leslie R. Williams and Yvonne De Gaetano, with the ALERTA staff, *ALERTA, A Multicultural, Bilingual Approach to Teaching Young Children: Level 2,* (Menlo Park, CA: Addison Wesley, 1985), p. 257.

The Physical Environment

The Room

_______ Does the appearance of the room reflect a sense of functional arrangement and order?

_______ Is the room aesthetically pleasing?

_______ Is the room interesting and inviting?

_______ Is the room well ventilated?

_______ Is the room divided into clearly defined centers of interest?

_______ Is there a quiet area children may use?

_______ Is furniture arranged to suit children's needs?

_______ Are there open lanes to travel from center to center?

_______ Can the furniture be moved easily to meet the needs of an activity (snack time, rhythms)?

_______ Is there an area of the room for group meetings or large group instruction?

_______ Are tables arranged in groups?

_______ Is the piano placed so that the teacher can see all of the children at one time?

_______ Does each child have an individual storage space?

_______ Is there a place to put completed work?

_______ Are bulletin boards current, functional, and at a child's-eye level?

_______ Is there access to a water source, and child-sized restroom facilities?

_______ Is there a place to put paintings to dry?

_______ Is there a writing area stocked with paper, pencils, crayons, markers, dictionaries, typewriter?

_______ Is the block area adequate in size and in a safe place away from interruptions?

Materials

_______ Do children know where the materials are kept?

_______ Is there adequate storage for all materials?

_______ Is there convenient access to materials?

_______ Is equipment kept clean and are broken items discarded?

_______ Do the children know the uses of each object in the area?

_______ Are clear and simple directions posted?

_______ Are there materials available for creative activities (boxes, buttons, fabric scraps, wood)?

_______ Are reference materials available to extend learning developed in a particular area?

________ Does the room have live plants and pets?

________ Are there many types of books, tapes, records, filmstrips?

________ Are materials and visual aids changed often to maintain interest?

________ Are materials provided for individualized work?

________ Are there many hands-on experiences available?

________ Are there clean-up materials, such as sponges, paper towels?

________ Are there materials for music and rhythmic experiences?

________ Are there materials for dramatic play (shoes, pocketbooks, empty food boxes)?

________ Is there a variety of basic art media?

________ Are there small manipulative materials to build eye-hand coordination?

________ Are there seasonal interests for children to observe?

________ Are there cooking experiences?

Children and Program

________ Are the children aware of their responsibility for the appearance of the room?

________ Are children's experiences used as a basis for oral discussion?

________ Are sensory experiences used as a basis for oral discussion?

________ Is current children's work attractively displayed?

________ Is a name tag fastened to art work?

________ Are pictures changed frequently?

________ Are children encouraged to care for live plants and pets in the room?

________ Are there opportunities around the room for reading? Are pictures/charts attractive and at child's-eye level? Is the writing on charts and labels clear and legible?

________ Are there opportunities for language development?

________ Are there opportunities for the children to make specific choices?

________ Are children encouraged to share materials?

________ Do children have opportunities for writing experiences?

________ Does the program balance individual, small group, and whole class activities?

________ Is there integration of curriculum areas?

________ Are field trips included as learning experiences?

Continuity and Articulation

Children enter kindergarten at various stages of development, with differing family and early educational experiences. Some children have attended nursery school, day care, or prekindergarten, while others come directly from the home environment. Many children are recent arrivals to the United States.

The continuum of a child's experience, which progresses from home, to small group, to the larger classroom and beyond, enables children to gradually develop an inner strength, and to channel their energies into growth and learning. The key element in this process is called continuity, an uninterrupted connection of experiences within high-quality, developmentally appropriate programs.

Continuity involves:

- the child's transition from home to small group.
- the child's transition from small group to school.
- the child's transition from grade to grade.
- the child's transition from school to school.
- the recognition of a child's cultural heritage.
- the continual involvement of parents in the school life of the child.
- the continuation of services to the family.
- the involvement of the entire community in providing quality education for the child.

Continuity facilitates the process of incorporating all prior experiences into an appropriate education program which reflects the whole child. It is important for the kindergarten teacher to understand each child's heritage and background; this allows the acceptance and support necessary for a smooth transition at this stage of the child's life. In order to ensure continuity, the teacher recognizes the diversity in the classroom and creates a rich, organized, and supportive environment which includes:

- appreciation and understanding of all racial, linguistic, and cultural groups.
- developmentally appropriate content.
- age-appropriate materials.
- effective early childhood teaching strategies.
- adequate space for individual, large group, and small group activities.
- awareness of children's needs, strengths, and interests.
- informal and formal parent involvement.
- inclusion of community resources in the curriculum.

Continuity is further ensured when there is communication between teachers of contiguous grades. When early childhood teachers coordinate their efforts and work toward common goals, children thrive in a consistent, caring, structured atmosphere. In order to establish program continuity between grades, teachers often share materials and equipment and plan together creatively. The teachers of prekindergarten/kindergarten and kindergarten/first-grade can meet in May or June, or at other times during the school year, to share informal records and samples of children's work. This supports adaptive instruction and the planning of appropriate tasks. Staff articulation strengthens relationships between programs, and coordinates ongoing goals and expectations for each grade.

Children respond positively to scheduled intervisitations between prekindergarten/kindergarten and kindergarten/first-grade classes. Young children feel more secure about moving on to another grade when they have had an earlier opportunity to meet their new teacher and to "preview" the classroom and see children working there. Similarly, children gain self-confidence when given a chance to visit their previous teacher and display their current accomplishments. Visits may be scheduled informally or on special occasions during the school year; sometimes classes join together in a common experience such as a trip, dance festival, or assembly performance.

At the end of the school year, a special meeting may be held to introduce kindergarten parents to the first-grade teachers and classrooms. First-grade teachers may wish to present an overview of the curriculum and the expectations they have for the children. The kindergarten teacher can use this time to discuss individual children with parents, stressing strengths and achievements and indicating those areas which need additional attention. Teachers may offer suggestions for home activities which foster children's growth and development.

Kindergarten is a time for steady, progressive, even growth. It is a time to strengthen emotional control; develop the ability to relate to others, children and adults; learn new skills and express oneself in a variety of creative and academic ways. A more accurate understanding of each child is possible when teachers, parents, and community members join together in cooperative, caring relationships. Insight gained as a result of these efforts permits the flexibility of curriculum and environment required to meet the needs of children from diverse cultures in the multicultural/multilingual kindergarten.

SECTION VI
ENRICHING THE CURRICULUM

"Bring the universe to our door.
Teach us to open it and explore.
If the whole world is a stage,
Show us how to play each page."
— Lindamichellebaron

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The Whole Language Classroom

Children develop language by listening and talking. The more children hear and use language, the greater their proficiency becomes. Educators recommend that, for children to become articulate, they should be immersed in a whole language environment. (See *Current Issues: A Brief Overview.*) Effective programs for children value, and place emphasis on, listening and speaking skills. A classroom rich in language experiences will help children of diverse cultures to share their own languages and learn the languages of others.

Literacy learning begins early in life. Children must be helped to develop skills and strategies appropriate to their own levels of development. Kindergarten children are eager to learn reading and writing; many may have pretended to read and write from the age of two or three. Some children can "read" many symbols and signs. They may be able to recognize a number of sight words, starting with their own names, and to identify and print most of the alphabet letters. Some will be able to print their names, and a few may have started to "write" words using invented spellings.

Reading and writing should be approached as natural processes — outgrowths of the innate human desire for communication. Children are naturally motivated to develop literacy skills as they experience the pleasure of being read to, as they hear stories that are relevant to their backgrounds, and as they observe people around them reading and writing.

A program which values language as communication and encourages children to express themselves verbally provides a strong foundation for developing reading and writing skills. An atmosphere of acceptance and respect for the child's home language is essential in the multicultural classroom.

An enriched kindergarten program provides activities geared to children's developmental levels, individual needs and interests, and diverse learning styles. Although children learn through different modalities and at different rates, their communication skills are extended and positive attitudes are enhanced when they:

- recognize that there are different ways of saying the same thing.
- listen to others' viewpoints and feel free to express their own.
- share experiences and feelings that are similar to those of others.
- become familiar with many stories and folktales — an activity that presents opportunities for various follow-up strategies.

Positive attitudes are fostered in the whole language classroom. Teachers can provide many opportunities for children to become successful participants in literacy development. Experiences which are functional, appropriate, and related to language and literacy evolve through a variety of natural contexts such as themes, children's personal experiences, and exposure to literature that reflects the cultural diversity of the classroom and community.

The long-range goals for the whole language classroom are for children (a) to become lifelong readers and writers and (b) to develop an understanding of and respect for the similarities and differences found in all cultures.

Exciting and challenging activities are planned, which focus on a natural use of listening, speaking, reading, and writing as part of the child's everyday life. These activities stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others.

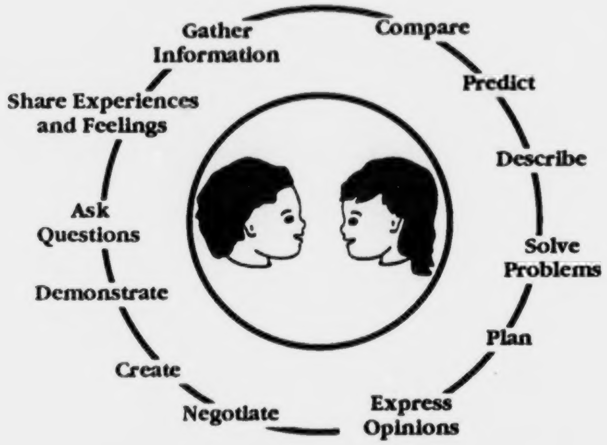
Expanding Children's Communication Skills

Young children exhibit a wide range of communication skills as they enter kindergarten. The teacher's responses can greatly affect attitudes toward school, as well as oral language development.

Teachers can help children develop competence and confidence in their expressive language skills by:

- showing respect for the home language.
- being aware that some terminology in home or regional dialects may differ from "school talk."
- valuing communication.
- encouraging children to express themselves.
- listening carefully to children and expressing genuine interest in what they talk about.
- responding sensitively and constructively to children's efforts.
- sharing their own thoughts, feelings, and experiences with the children.
- modeling correct language and speech patterns.
- praising and reinforcing children's attempts.

Teachers can help develop and enrich children's oral language skills by providing many interesting experiences and activities in the classroom for them to talk about. Children should be encouraged to talk with each other and with teachers as they work. These are opportune times for youngster to foster understandings of one another as they:


Gather Information
Compare
Predict
Describe
Solve Problems
Plan
Express Opinions
Negotiate
Create
Demonstrate
Ask Questions
Share Experiences and Feelings

In the Multicultural Classroom
"Child Talk" Fosters Positive Understandings.

The Literate Kindergarten

In the whole language classroom, the teacher sets the stage for children to develop and expand their literacy strategies and skills by:

- helping children apply the emergent reading skills that they already have, such as the ability to read symbols and signs, or to recognize labels and words around the room.
- encouraging children to read their own names, and those of other children, by having their names visible in many places around the classroom.
- creating an attractive, inviting reading area that demonstrates how reading and books are valued, with a rug and pillow (or a small table and chairs), and a variety of books that are well cared for and repaired, neatly and attractively displayed, and easily accessible to children.
- setting up a Library/Listening Center with books and related records or tapes. Children can listen individually, or two or three children can listen and look at books together.
- introducing children to literature rich in language and meaning:
  - reading to children every day as a shared, whole group experience.
  - reading to children in small groups, whenever possible, to provide individual attention and a feeling of closeness. In this way, children can see connections between the print and the words they hear.
  - helping individual children select books based on their interests.
  - selecting books to read which reflect the cultural diversity in the classroom.
- making reading times relaxing and enjoyable experiences.
- communicating the teacher's own pleasure and enjoyment in reading.
- immersing children in a "print-rich environment" (a classroom filled with all kinds of print media, including children's own writing, dictated writings, materials printed by the teacher, and a wide variety of commercial print materials).

The following checklist has been created to help the teacher plan for and design a "print-rich" environment in the whole language kindergarten.

Checklist for a Print-Rich Environment

Names of children are printed carefully and correctly on:

_____ Cubbies
_____ Art work
_____ Children's projects
_____ Attendance chart
_____ Job chart
_____ Work choice chart
_____ Birthday calendar/chart
_____ Placemats or name cards for snack time/lunch

Dictation by children (signs, captions, stories, directions, messages) is found on or near:

_____ Art work ("That's me and my brother at the park." — Ebony)
_____ Block Buildings ("Don't knock it down." — Malik)
_____ Photographs ("That's the zoo. I was looking at the zebra." — Sara)
_____ Discovery/Science Table ("My shells from Puerto Rico where my *abuelo* lives." — Lisa)
_____ Interest areas ("I want to paint tomorrow." — Gianni)

Labels designate where classroom materials belong. (Words should be accompanied by pictures, outlines, or silhouettes representing the objects.) These labels appear on:

_____ Shelves
_____ Containers
_____ Walls/pegboards

Teacher-made Materials include:

_____ Daily schedule
_____ Weekly calendar
_____ Class rules
_____ Experience charts
_____ Recipe charts
_____ Reminders (for example, "We need more tape.", "Next week Frank's mother will help us bake bread.")
_____ Notes to parents
_____ Words to favorite songs, poems, rhymes, riddles
_____ Signs for art displays
_____ Signs for materials displayed such as "Dana's Rock Collection. Which is your favorite?"
_____ Interest area signs and instructions
_____ News of the day ("Kelly has a new baby brother.")
_____ Directions for activities
_____ Personal messages

Reference Charts (Letters, words, numerals, colors with appropriate pictures or symbols) include:

_____ Name chart
_____ Alphabet chart
_____ Color word chart
_____ Charts for names of the days of the week, months, seasons
_____ Weather chart

The Classroom Library includes:

_____ Trade books (a variety, including picture books — some with simple texts for beginning readers, ABC books, children's magazines, appropriate reference materials)

_____ Books dictated or written by children

_____ Teacher-made books with texts composed by the teacher or dictated by children (for example, photographs of children in school or magazine pictures of animals or people doing things)

Print Material in interest areas includes:

_____ Housekeeping Center: books, magazines, newspapers, catalogs, telephone/address books, recipe books, and signs for dramatic play theme extensions such as the supermarket or the laundromat

_____ Science or Discovery Table: reference and story books on themes such as seashore, plants, animals, magnets, shells, rocks

_____ Block Area: books, magazine pictures of construction work, machines, vehicles, different kinds of buildings

_____ Math Center: number and counting books

_____ Writing Center: books by children, commercial print materials, "story starters" (for example, pictures or photographs, some with questions or titles printed by teacher), and collections of words requested by children

Lists are displayed around the classroom. Examples of lists include:

_____ "What We Saw at the Firehouse"

_____ "Living Things in the Neighborhood"

_____ "Songs We Know"

_____ "Our Favorite Stories"

_____ "Books We Have Read"

Writing Center materials which will stimulate children to create their own stories, messages, letters, notes, captions, include:

_____ Assortment of lined and unlined paper

_____ Chalkboard/slates

_____ Pencils

_____ Markers

_____ Crayons

_____ Chalk

_____ Glue/paste

_____ Staples

_____ Scissors

_____ Stencils

_____ Color forms

_____ Plastic or wood letters

_____ Alphabet chart

_____ Word cards

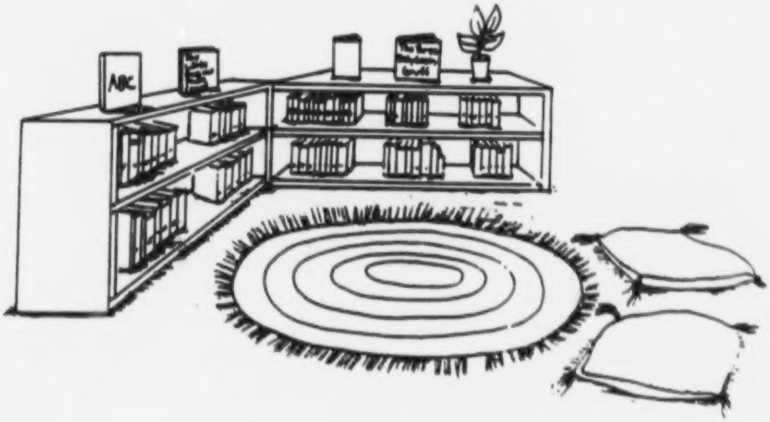
The Library/Listening Center

The Library/Listening Center invites children to explore and read books. Its purpose is strengthened when the library is placed in a reasonably quiet and well-lit area of the classroom. Furniture can be arranged to make the area cozy, attractive, and comfortable. The area can be made appealing by keeping the children's age and interests in mind. Teachers have used some of the following furniture and props to build a comfortable library: rocking chairs for children and adults, rugs and throw pillows, discarded sofa cushions, soft blocks, tables and chairs, and even the front seat from an old car. If the area is decorated attractively, the children will spend time there. Book jackets, puppets, mobiles, and other displays in the library area entice young children to look at the books and discuss the displays. (See *Creating A Learning Environment.*)

In order for children to be exposed to a wide variety of literature, it is essential to maintain a well-stocked library. There are many sources for books which include the following:

- the school's book order allotment
- local libraries
- the school library
- rummage sales
- parent contributions
- a book fundraising drive
- children's own personal books that are put "on loan" for a few weeks at a time.

In the kindergarten class library, it is important to organize the books in English and other languages,according to categories or content areas in a way that is meaningful to children. Categories can be color-coded with colored tapes or self adhesive colored dots, placed on the book spines. Categories might include animal books, transportation, ABC books, fairy tales, and songbooks.



Some additional suggestions for the organization and management of the classroom library include the following:

- Children can help on a rotating basis to keep the books in correct order.
- A simple system can be devised to keep accurate records of books borrowed and returned.
- The teacher can inform children and parents of the time limit for taking books home (if there is a sufficient number of books to do so).
- In order to pique curiosity and encourage children to find out what is inside, many books should be displayed with their full covers showing.
- New and seasonal books should be presented throughout the year in order to maintain interest and excitement.
- If shelving is limited, the teacher can create a library by displaying the books in sturdy cartons or boxes. The ledge of the chalkboard can also serve as a place on which to display books temporarily.

Inform parents about which stories the children have heard or read. This fosters good communication between home and school, and may encourage parents to take follow-up trips to the public library with their children.

The listening area should include: a tape recorder and/or phonograph, terminal, and headset. The following materials will enhance interest:

- copies of children's favorite books with accompanying tapes or records placed in an accessible spot for children's use.
- teacher-made recordings telling or reading favorite stories.
- children's recordings of their own favorite stories for their classmates' use.

It is important for children to select their own listening materials. Favorite stories and songs which are constantly repeated provide:

- a sense of language mastery
- syntax on which to construct new sentences
- vocabulary for oral expression
- familiarity with literature.

By listening and reading, or just singing along, kindergarten children who come from diverse cultures will have many meaningful opportunities to develop language skills as a community of learners.

Additional Enrichment Strategies

Materials and activities most likely to stimulate children's interest in the literate kindergarten include:

- **Direct, hands-on experiences** involving exploration and manipulation of materials, such as sand and water, nature collections, manipulatives, building and construction materials, art media, and cooking supplies.
- **Trips** to give children new experiences, or expand upon familiar experiences, beginning in and around the school, moving out to the neighborhood, and then to the wider community.
- Opportunities and props for spontaneous **pretending and role-playing**, such as:
  - — family play in the Housekeeping Center (expanding into related themes such as store, hospital, airport, laundromat, fast-food restaurant).
  - — large hollow blocks to create structures to play in and on, inspiring such cooperative, imaginative play as house, cars, buses, and trains.
  - — unit blocks with accessories (people, furniture, animals, and a variety of vehicles) to stimulate interactive fantasy play.
  - — puppets representing animals and people.
  - — telephones (at least two, to encourage conversation).
- **Visual materials** to invite conversation or storytelling, such as:
  - — picture books, books of photographs, magazines, nature books.
  - — classroom photographs of children working on their block buildings, or other class activities (murals, planting projects, trips).
- **Wordless books** to stimulate children to tell the story, supplying their own descriptive narrative and dialogue.
- **Shared reading experiences,** using materials that encourage children to "read" along with the teacher or fill in missing words such as books with familiar stories, easily remembered refrains, or predictable text.
- **Dramatizing** familiar stories.
- **Language Experience** stories and **Class Books** dictated by the children and based on shared experiences.
- **Discussions** sparked by open-ended questions with no correct answer that invite children to imagine, express opinions, or relate experiences, such as:
  - — What do you think might have happened if...?
  - — Have you ever done anything like that?
  - — What did you like best about...?
  - — Why do you think the pig in the story said...?
- **Action songs**, nursery rhymes, and fingerplays to develop vocabulary (especially recommended for second language learners).

- **Language games** that focus on contextual clues, such as:
  - — Rhymes: The bee flew to the (*tree*). The mouse lived in a (*house*).
  - — Riddles: I'm thinking of something that is red and round. What is it?
  - — Fill-in Sentences: For dinner, I like to eat__________ .
    When I come home from school, I like to________ .
  - — Go Togethers: Apples, bananas, and ____________ .
    Red, yellow, and ________________ .

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Reading to Children

Reading aloud to young children is a simple and natural way to help them develop concepts about written and oral language. Research has shown that early readers are those children who have been read to on a regular basis, and have been exposed to a wide variety of print. The teacher can begin reading aloud to children on the very first day of school.

When teachers, classroom paraprofessionals, other adults, or older children read aloud to kindergarten children, they become better listeners. They are stimulated by the richness of the spoken word into developing their own oral skills. Their desire to share their experiences is increased as the literature relates to their own personal world, creates deeper understandings, and expands upon their backgrounds of knowledge.

The following will prove helpful to those planning to read to five-year-olds:

- Select storybooks with large and colorful pictures.
- Select stories related to the children's interests and backgrounds.
- Select stories which meet the children's level of comprehension.
- Select stories to meet the children's attention span.
- Select stories with action and repetitive language.
- Select stories you like.
- Read the story before presenting it to the children.
- Practice reading the story aloud with variations of tone and stress.

Remember to gather children close by in a storytime circle before beginning to read. When reading to the children:

- Show the title, and names of the author and illustrator.
- Provide a brief introduction to the story.
- Relate the story to the children's own experiences.
- Be careful to show the illustrations by turning the pages to face the children. Allow adequate time for the children to look at the pictures.
- Encourage children's questions and responses.
- As the story is read, pause to ask children to make predictions.
- At the conclusion of the story, ask children to think of alternative solutions to the story problem, or different story endings.
- Help children to relate their favorite parts.
- Encourage the children to discuss and retell the story. The retold version can be written on chart paper and then illustrated by the children.

After the book has been read, it may be placed in the Library/Listening Center where the children can "reread" it or look at the pictures. The books may also be displayed in appropriate learning centers. (A counting book might be placed in the Mathematics Center. A book about trucks could be displayed near the Block Center.)

Children may also respond to stories by using a wide selection of materials such as crayons, paint, puppets, costumes, masks, tape recorders, blank books, or collage trays.

Children like to hear their favorite stories over and over again. Repetition helps them:

- focus on different aspects of the story.
- become more familiar with story events.
- identify with storybook characters.
- predict what will come next.
- talk about the stories.
- gain better understanding of story parts.
- put story events in order.
- increase their range of responses.
- assimilate new vocabulary.
- make connections between the story and their own experiences.

Teachers who read stories to young children stimulate early literacy, give children a "sense of story," and help them develop an appreciation for reading. Children become literate as they enjoy books, retell the stories, and "reread" their favorites.

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*The Shared Book Experience**

The emotional climate enjoyed at home when parent or caregiver holds the young child close by and reads favorite stories, time and time again, can be recreated in the classroom during the shared book experience. Reading quality literature to children has shifted from an "aside" to being one of the principal factors that help young children develop dispositions to become lifelong readers.

"Shared Books" implies using commercially-printed Big Books, or turning predictable story books into Big Books as part of a cooperative classroom effort. Poems, chants, nursery rhymes, and favorite songs may also be reprinted in enlarged text and illustrated by children. These oversized books become the focal point from which many classroom activities evolve.

When involving children in the "shared book" experience, the following suggestions will be helpful:

- Select a favorite or popular book. Pick one with patterned language, collective action, repetitive phrases, or rhymes, or create an original class Big Book, using the following procedure:
    - — Enlarge each page, if possible.
    - — Use sturdy paper which is at least 18" x 20" so that the pages are visible from fifteen feet way.
    - — Copy the story words using felt markers and large letters. Use the original text as a model.
    - — Provide some illustrations. Children may supply other illustrations to accompany the text. Children may draw directly on the Big Book or on paper which may later be affixed to the book. (If possible, laminate the pages for durability.)
    - — A cover may be prepared from large oaktag. The book can be sewn or put together with rings or fasteners, with help from parents or classroom assistants. (For variation, accordion-paged or pop-up Big Books can be constructed.)
- Place the book on a low easel or stand.
    - — Invite the children to gather together in the reading corner.
    - — Read the book to the children, pointing to each word as it is read.
    - — Reread the story, asking the children to join in.
    - — Read the story again, encouraging oral participation in the form of choral reading, unison reading, or echo reading.
    - — Read certain sentences, omitting specific words or phrases. Pause and allow children to supply the missing words.
    - — Encourage recall and prediction. Say, "Who remembers what happens next?"
- Display the original, smaller version of the book for the class to "reread."
- Invite the children to complete some of the illustrations in the class Big Book.

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* "The Shared Book Experience" was adapted from Don Holdaway's *The Foundation of Literacy*, and provides a framework for using Big Books in the kindergarten.

Sharing Big Books is an activity which can be used for small group or whole class participation. These experiences provide many opportunities for language learning and making connections between oral and printed words.

Wordless Books (or Illustrated "Big Books")

Wordless books rely heavily on the illustrator's skill in translating ideas into a picture story for young children. The children themselves become the interpreters of pictures. In turn, they re-translate the pictures back into ideas and language. Wordless books help to develop creative and critical-thinking skills as well as foster language facility and vocabulary development. The teacher's role is to ask questions, clarify, provide information where necessary, and expand on children's experiences and imaginative thoughts.

The teacher makes sure the questions:

- are specific to the context, characters, plot, and story problem.
- call attention to detail in the illustrations that relate to the story line.
- are exciting enough to encourage children to develop descriptive language.
- elicit children's feelings and personal experiences that relate to the characters and situation.

A group of children may wish to contribute to a cooperative telling of the story. As a follow-up activity, some children may tape-record their versions of the story. When appropriate, there may be children who wish to collaborate on an oral version of the story in their home language.

The teacher can write the children's ideas on experience chart paper. After the chart is completed, a title may be chosen. The teacher and the children can then compare the stories by reading the class chart, as one child turns the corresponding pages of the wordless book.

Nursery Rhymes

Children of all cultures and generations have enjoyed nursery rhymes. Nursery rhymes help youngsters develop listening skills and participate in group or choral recitations.

In the classroom the teacher can always help children enjoy language this way. The beauty of nursery rhymes is that:

- they are easy to follow.
- they are fun to say.
- they are easy to remember.
- the language is simple.
- the action is uncomplicated.
- the children can grasp the meaning very quickly.

As the teacher repeats the rhymes, children can join in when they feel comfortable. Words that are new to the children can be discussed. Children may take turns acting out some of the rhymes.

The following nursery rhymes are included in this section for the kindergarten teacher's convenience. They may be used during meeting time, as a transition from one activity to another, and at any other time that the teacher feels comfortable reciting them. After a while, children can recite the nursery rhymes on their own.

Jack and Jill
Went up the hill,
To fetch a pail of water;
Jack fell down,
And broke his crown,
And Jill came tumbling after.

• • • • •

Little Jack Horner
Sat in the corner,
Eating a Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, "What a good boy am I!"

• • • • •

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her,
And frightened Miss Muffet away.

• • • • •

Little Boy Blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
Where is the boy
Who looks after the sheep?
He's under a haystack
Fast asleep.
Will you wake him?
No, not I,
For if I do,
He's sure to cry.

• • • • •

Old King Cole
Was a merry old soul,
And a merry old soul was he;n;
He called for his pipe,
And he called for his bowl;
And he called for his fiddlers three.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King's horses and
All the King's men
Couldn't put Humpty together again.

• • • • •

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

• • • • •

Baa, baa, black sheep,
Have you any wool?
Yes, sir! Yes, sir!
Three bags full;
One for the master,
One for the dame,
One for the little boy
Who lives down the lane.

• • • • •

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon
The little dog laughed
To see such sport,
And the dish ran away
with the spoon.

• • • • •

Hickory, dickory, dock,
The mouse ran up the clock
The clock struck one,
And down he run,
Hickory, dickory, dock.

Writing in Kindergarten

In the whole language kindergarten, children become literate as they develop oral language proficiency and simultaneously learn to read and to write. Writing is another voice in which children can express their dreams, hopes, and cares as effectively as when they talk. Currently, there is a great deal of interest in children's early writing (See *Current Issues: A Brief Overview*). As teachers observe children at work putting their thoughts down on paper, they gain insight into the cognitive process and literacy development of the youngsters.

The emphasis in writing has moved away from copying appropriate letter forms, and toward stimulating children to use their knowledge and skills to become literate members of society. The teacher's role is to provide an environment full of writing and related language experiences which nurture this emergent form of expression.

Writing Is Developmental

Children begin writing when they are very young. They practice with crayons on walls, with their fingers in the sand at the beach, and wherever else opportunities arise. Teachers build confidence and joy in accomplishment by accepting any and all of the children's efforts that are called "writing."

Children develop understandings about the written word through watching people read magazines, newspapers, and books and by observing signs, labels, and posters. Their own earliest attempts are scribbles and pictorial symbols that have great meaning and importance to them.

Children discover the functions of writing at an early age. They figure out how writing is used and the purpose it has for themselves and for others. This is connected to the writing they see in their everyday lives as well as their own need for written language. Children may scribble shopping lists or notes while at play. They may write signs for the Block Center or their rooms at home. Children realize that print can give information and control the behavior of others.

Writing has a special role in kindergarten because it strengthens the social, developmental, and expressive activities of the classroom. Since the focus is no longer on specific skills like phonics, handwriting, and spelling, writing can be observed in a holistic fashion.

Children play with writing by using print as a means of self-expression to symbolize important things in their lives. They have access to many tools of representation (paint, crayons, and clay) and they use language and writing as another tool. They experiment by putting letters together or taking them apart, just as they do with blocks or clay. It is always the process which is important, and not the product!

Starting Off

Writing can begin on the very first day of kindergarten. When children are handed paper and a crayon and are told they can draw and write, they believe they *can*. Although many children come to school with some sound-symbol relationships, more often children's first writings will be pictures and drawings. They need time, materials, and encouragement!

Children and teachers need to develop routines governing the use of writing materials. These need to be accessible and the children should be able to use them independently. Scissors, cellophane tape, and staplers allow children to revise and edit their work. File boxes of folders and boxes for unfinished work are necessary to keep order. There should be a variety of kinds of paper and materials such as markers, blank books, computer paper, notepads, and clipboards. Work in progress and completed work can be stored in folders, bags, manila envelopes, shoe boxes, or on a clothes line.

When children are developmentally ready, the teacher may begin to talk about the correspondence between words and print. Children will discover that print means something when others respond to it. Teachers need to give children the freedom to explore writing, as well as good experiences to write about. Soon children will begin to notice the conventions of written language everywhere.

Invented Spelling

As children write, they display the linguistic principles they are exploring. Five-year-olds do not have many words in their visual memory and they therefore invent other strategies. Their choice of letters is not always correct, but it is logical. Very often children help each other in their development of spelling. Some children will look at the alphabet chart, while others refer to picture dictionaries. Most children will try to sound out words.

Children's use of linguistic strategies should be celebrated as early indications of literary skills. The natural progression of commonly used spellings found in the writing of youngsters include:

- matching the sound of a letter's name to the sound the child is trying to represent (C = See).
- having the names of letters take the place of whole words (U R mi Frd = You are my friend).
- relying heavily on initial consonant sounds (P B = peanut butter).
- relying on initial and final consonant sounds (K K = cake).
- sounding out words first, stretching them out to include the medial consonant sounds (K P T R = computer).
- relying on vowel sounds that are heard (WAT = what)
- using visual images and no longer relying on sounding out; remembering the letters in the word but not often the sequence. (DGO = dog).

Kindergarteners eventually begin to learn and use other writing conventions — where words belong on the page, left to right progression, spacing between words, oversized print to make an impact, capitals, and underlining. Soon they learn that exclamation marks and quotation marks are good to use, and the use of them spreads quickly around the room.

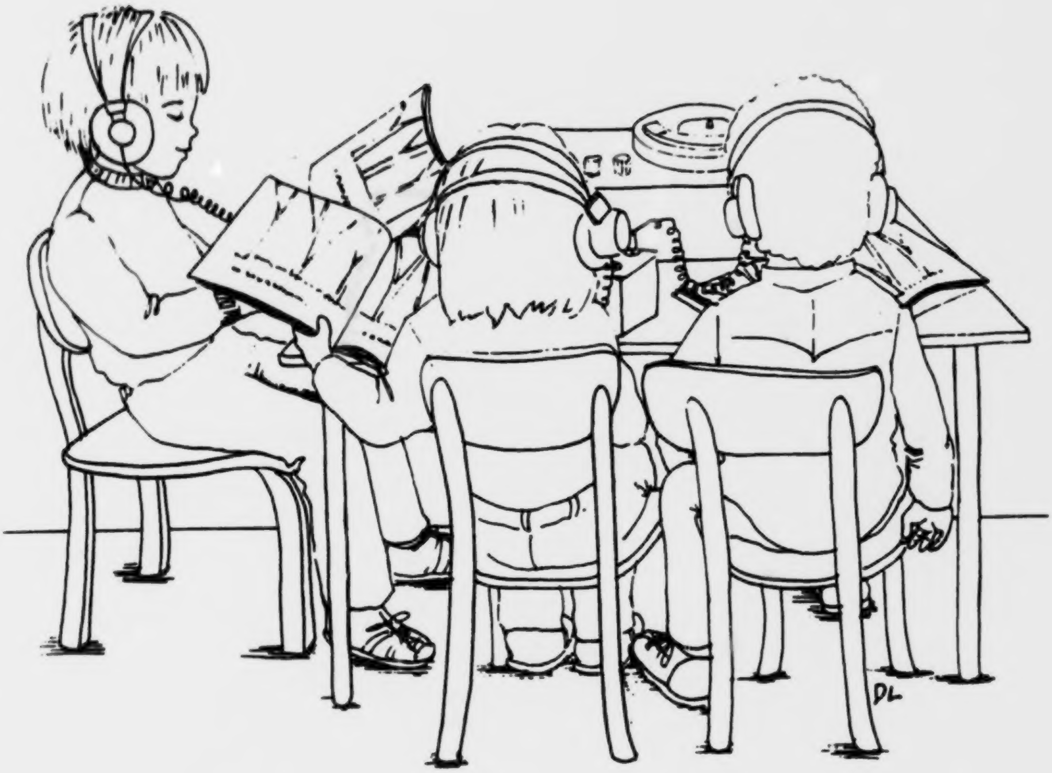
The issue of correcting spelling errors is controversial. If concern for spelling competes with concern for content, children will continually have to stop themselves in their writing, and they will lose track of what they want to say. It is much better to have them become independent writers of their drafts. Children can learn to edit their stories when they are done, and final work and publication can be considered at another time.

Children's writing folders can be color coded and kept in a box at the Writing Center. Finished pieces are placed in a folder. A review of a child's folder for the year will show the developmental stages of writing that have been achieved. As children grow more sophisticated in writing, the use of individual journals may be introduced to those who are ready.

The Reading-Writing Connection

We use the words "emerging literacy" to describe the connection between reading, writing, and oral language in a child's development. When children write a composition, they constantly read and reread it to themselves. Often what they see and what they read are not the same and children try to fix or "edit" their text. As children compose, they reread their work and begin to learn to read. We cannot say, then, that reading and writing are discrete skills, but that they develop together. By reading their own writing before they are capable of independent reading, children are practicing real reading-writing skills and strategies.

With the encouragment of adults, children will continue to use writing as a means of self-expression and communication, leading to the eventual development of more conventional writing and reading experiences when appropriate.



Storytelling, Folklore, Puppetry, and Poetry

Storytelling

The art of storytelling is as ancient as language itself. The advantages of storytelling for children are numerous, since it gives them opportunities to:

- enhance self-esteem as they learn folktales from their own culture.
- understand that the same folktales can be told in different ways in different cultures and languages. (*Cendrillon, French; Yeh-Shen, Chinese; Ashenputter, German* — these are all variations of the Cinderella theme).
- develop images of characters, setting, and actions.
- develop listening comprehension, which is the foundation for reading comprehension.
- enlarge and enrich their listening vocabularies.
- enjoy stories.

Storytelling allows:

- direct communication and eye contact.
- use of gestures.
- personalizing.
- use of the language of literature, and of the listeners, in an informal way.
- spontaneous response by children

It is important to establish criteria for selecting appropriate stories. The teacher considers whether the story:

- is brief enough to maintain children's interest.
- has a well-structured plot.
- provides clearly delineated characters.
- contains dialogue.
- reflects children's interests or experiences.
- contains patterned, rhythmic language.
- contains repetitive action.

The following storytelling suggestions will prove helpful for the teacher:

1. Choose a book you like.
2. Read it a few times to become familiar with the story.
3. Briefly write down the events in sequence.
4. Note any important language or phrases.
5. Reconstruct the story in your mind. Try to include important details.
6. Read the story aloud several times. Read with expression, varying tone and emphasis.
7. Tell the story aloud. Use your voice and gestures to bring the story to life. Pace the story to children's rate of listening.
8. Practice until you feel comfortable enough to present the story to the children.

Once a story is learned, it will probably be just a bit different each time it is retold. Though remaining faithful to its structure, the teacher can add new details or emphasize others, enriching the story in the personal way that storytellers have done for centuries.

Folklore

Folklore can be an important vehicle to help children learn about the similarities in the natures of all people despite diversity in culture. Every culture has representative "folk characters."

Folklore is the natural literature of childhood.

— Bea Cullinan, *Literature and the Child*

Folktales, the stories that have been passed from generation to generation, can be a tool to help children understand and appreciate the different characterizations, faults, and triumphs of the human spirit.

These are some commonalities found in all folktales:

- Character + challenge + striving = resolution of problem at the ending.
- Characters are simply developed and tend to reflect images of good over bad, cleverness over stupidity.
- Stories tend to rely heavily on plot.

The following titles are intended to serve as resources for the storyteller, who will:

- adapt
- modify
- simplify

Appropriate folktales to be retold by the storyteller to kindergarten children:

The World of Folklore

How and Why Stories

- How Bear Lost His Tail (Iroquois)
- Why the Bear Is Skinny-Tailed (Norwegian)
- Why the Years Are Named for Animals (Japanese)

Tall Tales

- Tale of Paul Bunyan (American)
- John Henry (American)

Folk Characters

- Anansi the Spider (Ghanian)
- Brer Rabbit (African-American)
- Uncle Bouquoi (Haitian)

Silly/Humorous
(Noodlehead Stories)

- Fools of Chelm (Yiddish)
- Juan Bobo (Puerto Rican)
- Tiki Tiki Tembo (Chinese)

Animal Tales

- The Golden Goose (German)
- Perez y Martina (Puerto Rican)
- Three Billy Goats Gruff (Norwegian)

Fairy Tales/Magic

- Aladdin and the Magic Lamp (Arabian)
- Cenerentola (Italian)
- Jack and the Beanstalk (German)
- Magic Orange Tree (Haitian)
- Strega Nona (Italy)

Repetitive Tales

- The House that Jack Built (English)
- It Could Be Worse (Yiddish)

Puppetry

Puppets help children to express their creativity, develop language and communication skills, and find enjoyment in early learning activities. When children make puppets, they share materials and ideas, and work together to manipulate them and give them voice.

Puppets are magical. Children bring puppets to life when they talk to them, talk with them, and talk for them. Anything inanimate can become real in the imagination of a five-year-old. For the kindergarten teacher, puppets are unique educational resources which provide motivation for children at minimal cost. A puppet-making area in the Art Center can contain "found" materials and supplies for ongoing puppet projects.

Puppets allow teachers to:

- stimulate interest and focus children's attention.
- provide props for storytelling.
- help children develop listening skills.
- encourage communication by second language learners.
- model proper speech patterns.
- invite the shy child's participation.
- ask children to dramatize and retell stories.
- enliven lessons.
- help children to express anxiety or stress.
- provide opportunities for positive social development.

The versatility of puppets is unlimited. Puppet activities can be integrated into all areas of the curriculum. A paper-cup bird puppet may be part of the Science Learning Center, or become a harbinger of Spring. A life-sized doll puppet could build children's self-esteem, and then act as a "person" in the Block Center. Children can use paper-plate puppets as animal characters to create original stories, or to retell familiar ones.

Language learnings are shared when children engage in informal conversations with their puppets. In the multicultural/multilingual kindergarten, puppet people share cultures as they speak and sing songs in the home languages of the children in the class. Puppets can be dressed and decorated with clothing representing the diverse cultures in the group. They can be given names similar to those of children's family members.

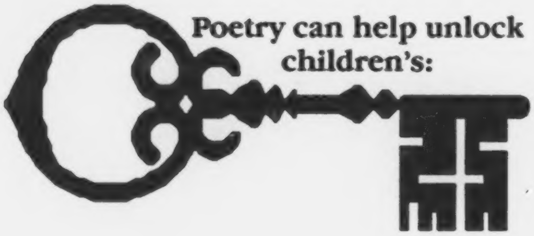
Puppets provide a wonderful medium for self-expression and offer teachers insight into the emotions and attitudes of the children. As children lose themselves in their puppet characters, they become less self-conscious and can take risks they might otherwise avoid.

Puppets are special. Appropriately used, they can have a positive influence on children's cognitive and affective development. The creative teacher will find many ways to involve puppetry in the children's ongoing experiences.

Poetry

> ***Why take time for poetry? Primarily, to develop a generation of children who thoroughly enjoy poetry and who can and do interpret it for themselves. But more than that, poetry can become a shining armor against ugliness, vulgarity, and brutality. The miracle of poems is that they take many experiences of the child's world and give them a new importance, a kind of glory that they did not have when they were just experiences.***[*]

Children manipulate and play with language in much the same way that they play with water and blocks. They delight in the sounds of words, in the rhythm and rhyme of phrases and sentences. Imagery and metaphor create pictures in the mind as children deepen their understanding of themselves and their immediate world of reality and fantasy.



Poetry can help unlock children's:

- feelings of pride.
- respect for others.
- understanding of the universality of feelings, thoughts, and experiences.
- development of a framework on which to embellish language.
- new-found ways to express emergent ideas.
- enriched vocabulary.
- ability to acquire and integrate syntactic and semantic patterns.
- enhanced thinking processes.
- appreciation for the beauty and diversity of language.

Poetry has great appeal to youngsters. The unique sound patterns and melodies of poetry invite children to join together in recitation. Poems can be used at various times during the school day:

- when transitions occur.
- at arrival and dismissal times.
- before snack time.
- to introduce a new concept.
- to enrich an activity.
- as a read-aloud activity.

---

[*] Adapted from *Time for Poetry*, May Hill Arbuthnot (New Jersey: Scott Foresman and Company, 1959).

The poems in the representative collection which follows have been categorized as a guide for the teacher. Their use, however, is not limited to the suggested categories. These poems and others may be integrated into all the curriculum areas of the kindergarten program.

Animals

Cats Love to Sleep[*]

Cats love to sleep in the sunshine.
Cats love to sleep in the shade.
But my cat sleeps in the middle of my bed,
on the blankets,
when the bed's not made.
by Carole Graham

Mice[**]

I think mice
Are rather nice.
Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They should'nt touch
And no one seems
To like them much.
But I think mice
Are nice
by Rose Fyleman

The Zebra

You've seen the zebras at the zoo
I'm sure you know them well,
But why they wear such funny stripes
I really cannot tell
I wonder if they ever wish
For plaids or checks or spots,
And how a zebra would appear,
Dressed up in polka dots?
by Edith Osborne Thompson

If You Ever, Ever, Ever[†]

If you ever, ever, ever meet a grizzly bear
You must never, never, never ask him where
He is going.
Or *what* he is doing;
For if you ever, ever dare
To stop a grizzly bear,
You will never meet another grizzly bear.
by Mary Austin

Mr. Giraffe

Mr. Giraffe,
You make me laugh
Whenever I come to the zoo.
You never smile
Like the crocodile
Or grin, like the lions do.
Mr. Giraffe,
Excuse my laugh,
For I think you're really fine.
Though the crocodile
And the lions smile,
They are not friends of mine.
by Leland B. Jacobs

---

[*] *Jazz Chants For Children* (New York: Oxford University Press, 1979) p.37.

[**] *Sing a Song of Popcorn*, selected by Beatrice Schenk de Regniers *et al*., Scholastic Inc., New York, 1988.

[***] *Poems and Verses About Animals*, Donald J. Bissett, Ed., (San Francisco: Chandler Pub. Co., 1967).

[†] *Breakthough Poetry*, chosen by Brian Thompson, (Wing Tai Cheung Printing Co., Ltd., 1971).

[††] *Is Somewhere Always Far Away?*, Leland B. Jacobs, (New York: Holt, Rinehart and Winston, 1967).

Family

Mommies[*]

Mommies
make you brush your teeth
and put your old clothes on
and clean the room
and call you from the playground
and fuss at daddies and uncles
and tuck you in at night
and kiss you
by Nikki Giovanni

Everybody Says[**]

Everybody says
I look just like my mother
Everybody Says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But *I* want to look like me!

Me

Tickety-tee. Tickety-tee.
I wonder if anyone knows that I'm me.
I'm me when I'm laughing. I'm me when I'm sad.
I'm me when I'm good and I'm me when I'm bad.
Whatever I say and whatever I do,
I know I could never, oh never, be you.
I couldn't be Daddy, I couldn't be Mother;
I couldn't be Sister, I couldn't be Brother.
So Tickety-tee. Tickety-tee.
I guess I'll be glad that I have to be me.
by Eleanor Graham Vance

Two in Bed

When my brother Tommy
Sleeps in bed with me,
He doubles up
and makes
himself
exactly
like
a
V
And 'cause the bed is not so wide,
A part of him is on my side.
by A. B. Ross

Little[†]

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.
So every morning I show him
My doll and my book;
But every morning he still is
Too little to look.
by Dorothy Aldis

Walking[††]

When Daddy
Walks
With Jean and me,
We have a lot of fun,
'Cause we can't
Walk as fast
As he,
Unless we
Skip and
Run!
I stretch
My legs so far,
I nearly slip
And fall -
But how
Does Daddy
Take such steps?
He doesn't stretch
At all!
by Grace Ellen Glaubitz

---

[*] *Spin a Soft Black Song*, Nikki Giovanni (New York: Hill and Wang, 1985).

[**] *Poems and Verses to Begin On*, Donald J. Bissett, Ed., (San Francisco: Chandler Pub. Co., 1967).

[†] "Little", by Dorothy Aldis reprinted by permission of C.P Putnam's Sons from Everything and Anything by Darothy Aldis, copyright 1925-1927, copyright reviewed 1953-1955 by Dorothy Aldis.

[††] *Poems and Verses to Begin On*, Donald J. Bissett, Editor (Chandler Publishing Company, San Francisco, California, 1967).

Fantasy

Tall and Small[*]

Here is a giant
Who is tall, tall, tall:
Here is an elf
Who is small, small, small.
The elf who is small
Will try, try, try
To reach to the giant
Who is high, high, high.

Pretending[**]

Let's pretend we're pilots
Of jets that streak the sky,
Let's pretend we're cowboys
With a whoopee-yoopi-yi!
Let's pretend we're tigers
In a jungle green and hot,
Let's pretend we're almost
Anything we're not.
Let's pretend we're captains
Of ships that sail the sea,
Let's pretend we're monkeys
In a coconut tree.
Let's pretend we're parents.
With lots of work to do,
Let's pretend that you'll be me,
And I'll be you.

by Leland B. Jacobs

Somebody has to[†]

Somebody has to go polish the stars,
They're looking a little bit dull.
Somebody has to go polish the stars,
For the eagles and starlings and gulls
Have all been complaining they're tarnished and worn,
They say they want new ones we cannot afford.
So please get your rags
And your polishing jars,
Somebody has to go polish the stars.

by Shel Silverstein

Otherwise[††]

There must be magic,
Otherwise
How could day turn to night?
And how could sailboats,
Otherwise,
Go sailing out of sight?
And how could peanuts,
Otherwise
Be covered up so tight?

by Aileen Fisher

---

[*] Poetry Works (Ohio: Modern Curriculum Press 1990).

[**] *Is Somewhere Always Far Away?* Leland B. Jacobs (New York: Holt, Rinehart and Winston, 1967).

[†] *A Light in the Attic*, Shel Silverstein, (New York: Harper and Collins, 1981).

[††] *Very Young Verses*, selected by Barbara Peck Geismer and Antoinette Brown Suter (Boston: Houghton Mifflin Company, 1945).

Food

Mix a Pancake[*]

Mix a pancake,
Stir a pancake,
    Pop it in the pan:
Fry the pancake,
Toss the pancake,—
    Catch it if you can.
        by Christina G. Rosetti

Yellow Butter[**]

Yellow butter purple jelly
    red jam black bread
Spread it thick
say it quick
Yellow butter purple jelly
    red jam black bread
Spread it thicker
Say it quicker
Yellow butter purple jelly
    red jam black bread
Now repeat it
While you eat it
Yellow butter purple jelly
    red jam black bread
Don't talk
With your mouth full!
        by Mary Ann Hoberman

A Popcorn Song[†]

Sing a song of popcorn
    When the snowstorms rage;
Fifty little round men
    Put into a cage.
Shake them till they laugh and leap
    Crowding to the top;
Watch them burst their little coats
    Pop!! Pop!! Pop!!
        by Nancy Byrd Turner

A Matter of Taste[††]

What does your tongue like the most?
Chewy mat or crunchy toast?
A lumpy bumpy pickle or tickly pop?
A soft marshmallow or a hard lime drop?
Hot pancakes or a sherbet freeze?
Celery noise or quiet cheese?
Or do you like pizza,
More than any of these?
        by Eve Merriam

---

[*] "Mix a Pancake" from *Sing-Song* by Chritian G. Rossetti (New York: Macmillian, 1924).

[**] Houghton Mifflin Literature, Grade 1 Teacher's Manual, (Boston: Houghton Mifflin Co., 1989).

[†] *Sing A Song of Popcorn*, selected by Beatrice Schenk de Regnier, *et al.*, (New York: Scholastic, Inc., 1988).

[††] *Poems and Verses to Begin On*, Donald J. Bissett, Editor, Chandler Publishing Company, San Francisco, California, 1967

Fun

At The Sea Side[*]

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up
Till it could come no more.
by Robert Louis Stevenson

Rope Rhyme[**]

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down, whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
get set ready now,
jump
right
out!
by Eloise Greenfield

Things[†]

Went to the corner
Walked in the store
Bought me some candy
Ain't got it no more
Ain't got it no more

Went to the beach
Played on the shore
Built me a sandhouse
Ain't got it no more
Ain't got it no more

Went to the kitchen
Lay down on the floor
Made me a poem
Still got it
Still got it
by Eloise Greenfield

Tree House[††]

A tree house, a free house,
A secret you and me house,
A high up in the leafy branches
Cozy as can be house.
A street house, a neat house,
Be sure and wipe your feet house
Is not my kind of house at all—
Let's go live in a tree house.
by Shel Silverstein

---

[*] *A Child's Garden of Verses*, Robert Louis Stevenson, (New York: Random House, 1978).

[**] *Honey, I Love*, Eloise Greenfield, (New York: Harper & Collins, 1986).

[†] *Honey, I Love*, Eloise Greenfield, (New York: Harper & Collins, 1986).

[††] *Where the Sidewalk Ends*, Shel Silverstein, (New York: Harper & Row, 1974).

The City

Traffic Lights*

Red light, red light,
What do you say?
I say, "Stop,
And stop right away!"
Yellow light, yellow light,
What do you mean?
I mean "Wait—
Till the light turns green!"
Green light, green light,
What do you say?
I say, "Cross!
First look each way!"
Thank you, thank you,
Red, yellow, green;
Now I know
What traffic lights mean!

The Subway Train

The subway train, the subway train,
If you'll permit me to explain,
Is like a busy beetle black
That scoots along a silver track;
And whether it be night or day,
The beetle has to light its way,
Because the only place it's found
Is deep, deep, deep, deep underground.
by Leland B. Jacobs

Buildings†

Buildings are a great surprise,
Every one's a different size
Offices
grow
long
and
high
tall
enough
to
touch
the
sky
Houses seem
more like a box
made of glue
and building blocks.
Every time you look, you see
Buildings shaped quite differently.
by Myra Cohn Livingston

---

* from Poetry Place Anthology Instructor Books.

** *Is Somewhere Always Far Away?* Leland B. Jacobs, (New York: Holt, Rinehart and Winston, 1967).

†† *Poems and Verses to Begin On*, Donald J. Bissett, Ed., (San Francisco: Chandler Pub. Co., 1967).

Weather

Rain[*]
The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.
by Robert Louis Stevenson

Who Has Seen The Wind[**]
Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads
The wind is passing by.
by Christina Rosetti

The More It Snows[†]
The more it snows
(tiddely-pom),
The more it goes
(tiddely-pom),
The more it goes
(tiddely-pom),
On snowing.
And nobody knows
(tiddely-pom),
How cold my toes
(tiddely-pom),
How cold my toes
(tiddely-pom),
Are growing.
by A.A. Milne

---

[*] *A Child's Garden of Verses.* Robert Louis Stevenson (New York: Random House, 1978).

[**] *Sing a Song of Popcorn,* Beatrice Schenk de Regniers, (New York: Scholastic Inc., 1988).

[†] *The House At Pooh Corner,* A.A. Milne, (New York, E.P. Dutton and Co., Inc., 1950).

Fingerplays, Songs, Rhythms, and Games

The enriched curriculum includes a variety of rhythmic and language activities designed to support and encourage the spontaneity and the expressive characteristics of young children. Children are eager learners who become totally involved in activities that are meaningful and appropriate. The role of the teacher is to plan experiences which support all areas of the child's development in a holistic and natural manner.

An enriched curriculum:

- links language and literacy in appropriate ways.
- encourages sharing and participation.
- utilizes an interdisciplinary approach.
- incorporates a multicultural perspective.
- values the home/school partnership.

Fingerplays, songs, rhythms, and games are vital components of the kindergarten classroom. As children recite rhymes, and move their bodies to music and verse, they develop skills in enjoyable ways. Fingerplays are first steps towards encouraging children to express themselves creatively. This early dramatic technique leads to concrete experiences, while providing opportunities for the children to develop fine and gross motor skills. They can respond spontaneously and naturally by:

clapping
tapping
spinning
twirling
tip-toeing
marching
stamping
nodding
jumping
walking
galloping
skipping
hopping
wiggling

Singing together enhances socialization and encourages youngsters to grow academically while having fun. Young children love to sing, and family members or community volunteers often serve as resources for introducing songs or games from their own cultures and backgrounds. Members of the school staff are frequently helpful in this regard as well.

Kindergarten children use their imaginations as they participate in rhythmic movements. Whole-body activities help youngsters learn about spatial awareness as they improve their coordination through a variety of physical activities.

Games serve to incorporate past experiences into present learning situations, giving new life to yesterday's traditions. As children jump, skip, run, and play together, they improve their coordination and develop large and small muscle control.

The following pages represent a rich variety of traditional and contemporary fingerplays, songs, rhythms, and games. The introductory sentences provide the focus for each set of activities.

Learning About Myself

Five-year-olds begin to understand themselves as they become aware of their bodies, their capabilities and their feelings.

Two Little Eyes[*]

Two little eyes	(Point to each eye simultaneously with index finger of each hand)
that open and close.	
Two little ears	(Point to both ears, then nose.)
and one little nose.	
Two little cheeks	(Point to both cheeks, then chin.)
and one little chin.	
Two little lips with	(Point to mouth, purse lips together tightly.)
the teeth locked in.	

Thumbkin[*]

Where is Thumbkin?	
Where is Thumbkin?	(Hide hands behind back)
Here I am.	(Bring out one hand)
Here I am.	(Bring out other hand)
How are you today, sir?	(Nod one thumb)
Very well, I thank you.	(Nod the other thumb)
Run away, Run away.	(Hide thumbs again behind back)

(Repeat using "Pointer," "Tall Man." "Ring Man," and "Pinkie" instead of Thumbkin.)

Feet and Hands[**]

Two little feet go jump, jump jump.
Two little hands go thump, thump, thump.
One little body turns round and round.
One little child sits quietly down.
Two little feet go tap, tap, tap.
Two little hands go clap, clap, clap.
A quick little leap up from the chair
Two little arms reach high in the air.

Up To The Ceiling[*]

Up to the ceiling,	(Raise both hands up toward the ceiling)
Down to the floor.	(Lower both hands toward the floor)
Left to the window,	(Point in direction named)
Right to the door.	
This is my right hand,	(Raise each arm as you say each)
Raise it high	
This is my left hand,	
Reach for the sky	
Right hand, left hand	
Twirl them around	(Twirl hands in circular motion in front of you)
Left hand, right hand	(Make fists and hold one fist over the other and pound like a hammer)
Pound, pound, pound.	

---

[*] ***Finger Frolics***, Liz Cromwell, Dixie Hibner, and John R. Faitel, (Livonia, MI: Partner Press, 1983).
[**] ***Fingerplays***, Deerborn Public Schools, Dearborn, Mich 1954.

Family and Friends

Family is the early focal point of a child's life. As children develop, their views of the world are expanded and enriched by including an appreciation of people and things around them.

Grandma's Glasses*

Here are Grandma's glasses.	(Make circles with thumbs and index fingers placed over eyes)
And here is Grandma's hat;	(Join hands at fingertips and place at top of head)
And here's the way she folds her hands	(Fold hands and place gently in lap)
And puts them in her lap.	
Here are Grandpa's glasses.	(Make larger circles with thumbs and index fingers placed over eyes)
And here is Grandpa's hat;	(Make larger pointed hat, as above)
And here's the way he folds his arms	(Fold arms with vigor)
And sits like that!	
Here are Mother's knives and forks,	(Interlock fingers, palms up)
And this is Father's table,	(Reverse and flatten hands)
This is Sister's looking glass,	(Extend arms keeping fingers linked)
This is Baby's cradle.	(Rock)

A Good House**

This is the roof of the house so good	(Make roof with hands)
These are the walls that are made of wood	(Hands straight, palms parallel)
These are the windows that let in the light	(Thumbs and forefingers form window)
This is the door that shuts so tight	(Hands straight side by side)
This is the chimney so straight and tall	(Arms up straight)
Oh! What a good house for one and all.	(Arms at angle for roof)

Finger Family

I have a finger-family here,	(One hand up)
A family full of cheer.	
A father	(Point to thumb)
A mother,	(Index finger)
A sister	(Middle finger)
A brother	(Ring finger)
A baby both cuddly and dear.	(Little finger)

---

* ***Finger Play: Songs for Little Fingers*** (New York: G. Schirmer, 1955). Permission Pending From: Mary Miller and Paula Zajan.

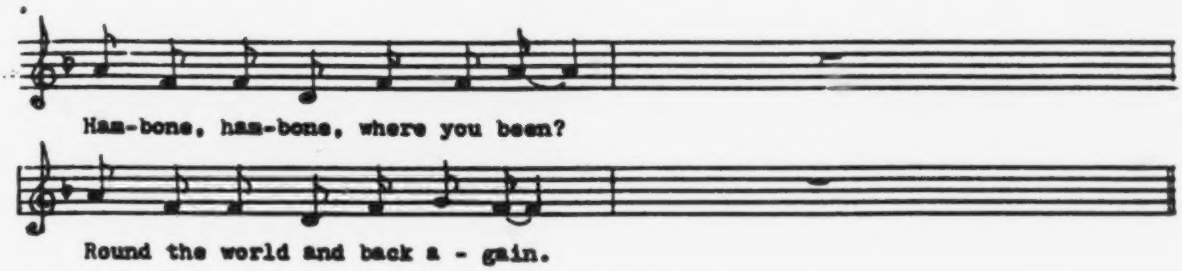
** ***Finger Frolics,*** Liz Cromwell, Dixie Hibner, and John R. Faitel (Livonia, Mi: Partner Press, 1983), p. 19. Permission Pending

A Ball for Baby[*]

Here's a ball for baby,	(Make circle with thumb and forefinger)
Big and soft and round.	
Here is baby's hammer,	(Make hammer with fist)
Oh, how he can pound!	
Here is baby's music,	(Hold up hands facing each other)
Clapping, clapping so,	
Here are baby's soldiers	(Hold fingers upright)
Standing in a row.	
Here is baby's trumpet	(Two fists, one atop the other before mouth)
Toot-too, toot-too, too,	
Here's the way that baby	
Plays at peek-a-boo.	(Fingers of both hands spread before eyes)
Here's a big umbrella	(Bring fingertips together in peak over head)
To keep the baby dry.	
Here is baby's cradle,	(Make peak of forefingers and little fingers
Rock a baby bye.	and rock)

Hambone[**]

African-American


Ham-bone, ham-bone, where you been?
Round the world and back a - gain.

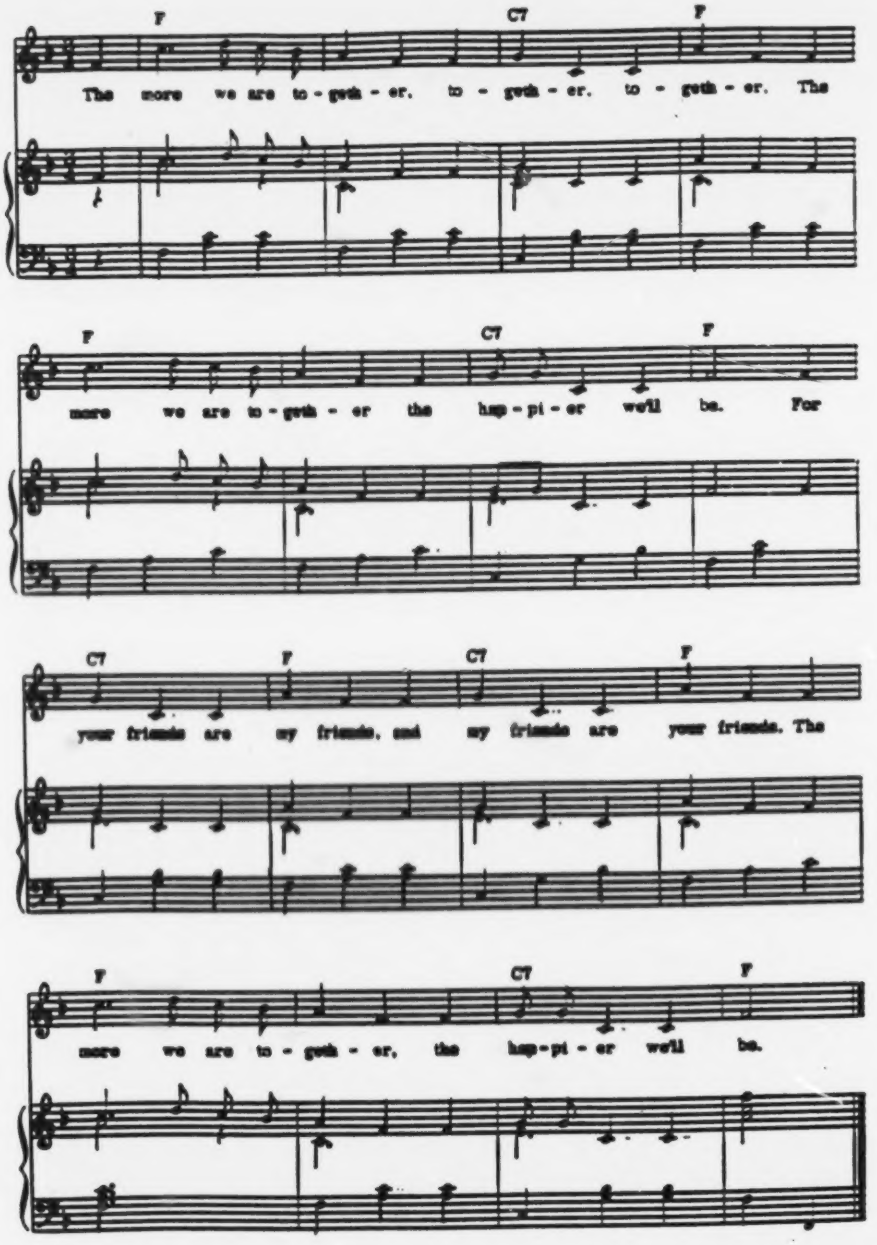
2. Hambone, hambone, where's your wife?
   In the kitchen cooking rice.
3. Hambone, hambone have you heard?
   Pops going to buy me a mockingbird.
4. If that mockingbird don't sing,
   Pops going to buy me a diamond ring.
5. If that diamond ring don't shine,
   Pops going to buy me a diamond mine.

---

[*] *Fingerplays*, Dearborn Public Schools, Mich. 1954.
[**] *The Great Songs*, collected and adapted by Edna Smith Edet.

The More We Are Together

Arranged with new words by Tom Glazer


F C7 F
The more we are to - geth - er, to - geth - er, to - geth - er. The
F C7 F
more we are to - geth - er the hap - pi - er we'll be. For
C7 F C7 F
your friends are my friends, and my friends are your friends. The
F C7 F
more we are to - geth - er, the hap - pi - er we'll be.

2. The more we work together, together, together
The more we work together, the happier we'll be.
For working together, is having fun together.
The more we work together, the happier we'll be.

3. The more we share together, together, together
The more we share together, the happier we'll be.
For sharing is caring, and caring is sharing,
The more we share together, the happier we'll be.

Eye Winker, Tom Tinker, Chin Chopper, Tom Glazer (New York: Doubleday & Company Inc., 1973).

Health and Safety

Daily routines at homes and school can be the springboard for reinforcing basic health and safety rules.

Brushing Teeth[*]

Up and down and round and round	(Move right pointer up and down, and around before mouth)
I brush my teeth to keep them sound;	
To keep them sound and clean and white	
I brush them morning, noon and night.	(Point to teeth)

A Cold[**]

I have to sneeze;	(Pretend to sneeze)
My nose can't smell;	(Hold nose shut)
My head is hurting;	(Put hand on forehead)
I don't feel well.	(Shake your head.)
I'll take some medicine;	(Pretend to do so; pretend to use teaspoon)
I'll go to bed;	(Rest head on hands)
Soon my nose will be better;	(Touch nose, smile)
And so will my head!	(Touch your head)

Ready for Bed[***]

This little boy (girl) is ready for bed.	(Hold up forefinger)
Down on the pillow he lays his head.	(Place finger in palm of opposite hand)
Covers himself all up tight,	(Fold fingers over forefinger)
Falls fast asleep for the night.	(Cock head toward shoulder; close eyes)
Morning comes, he opens his eyes	(Quickly lift head; open eyes)
Throws back the covers with great surprise,	(Open palm to uncover forefinger)
Up he jumps and gets all dressed,	(Quickly raise forefinger off palm)
To hurry to school to play with the rest.	(Move fingers off to the side)

Bus Safety[****]

When I get on the school bus	(Pantomime walking up steps to board bus)
I sit without a doubt	(Sit)
I fold my hands upon my lap	(Fold hands in lap)
And never, never shout	(Shake head "no")
I never run or throw things,	(Wag index finger)
I keep my head and hands inside,	(Point to head; hold out hands, then fold them in lap)
I try to help the driver	(Point to self)
So we'll all have a safe ride.	(Make sweeping motion to include entire class)

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[*] *Finger Frolics*, Liz Cromwell, Dixie Hibner, and John R. Faitel, (Livonia, MI: Partner Press, 1983).

[**] From: Marie Frost, *Fun with Action Rhymes* (Elgin, Il.: David C. Cook Publishing Co., 1981) p. 7. Permission Pending

[***] *Language Skills in Elementary Education*, Paul Anderson (New York: Macmillan Pub. Co., 1964).

[****] *More Fingerplays and Action Rhymes*, Carol A. Piggins (New York: Instructor Publications, Inc., 1985).

Weather

Children marvel at natural phenomena. The weather and seasonal changes (fluttering leaves, falling snow, gusty winds, and sprouting seeds) lend themselves to creative dance and movement. It is fun to imitate animals and insects, too.

Jack Frost*

Jack Frost is very small	(Show smallness with thumb and index finger)
I'm sure he is out today	
He nipped my nose	
And pinched my toes	(Point to nose)
When I went out to play.	(Point to toes)

Snowflake Dance**

	(Begin with children standing, hands held above head.)
Snowflakes fall from	(Wiggle fingers downward to
Clouds so high	represent snow falling.)
They fill the air	(Make large circles in air with
Of the winter sky.	hands and arms.)
They spin to the left	
and they spin to the right	(Spin to the left.)
They drop to the ground	(Spin to the right.)
making everything white.	(Slowly drop into a "pile of snow" on the floor.)

Hop Into Spring**

The bunny can hop	(Hold hands above head to represent rabbit ears)
Hop, hop, hop	(Hop in place)
Up the hill	
And over the top.	
The bunny can munch,	(At end of each line,
Munch, munch, crunch	pantomime eating a carrot)
He's having a carrot	
For his lunch.	
The bunny can wiggle	(Wiggle about)
wiggle, -iggle, -iggle.	
He's twitching his nose	(Everyone twitches noses)
Now don't you giggle.	

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* *Fingerplays*, Dearborn Public School, Mich.

** *More Fingerplays and Action Rhymes*, Carol A. Piggins (New York: Instructor Publications, Inc., 1985).

Listen![*]

Autumn leaves are falling down	(Flutter, fingers downward)
Orange, green and red, and brown	(Continue to flutter fingers)
Listen and you'll hear them say,	(Cup hands to ears)
"Wintertime is on its way."	(Whisper these words)
Winter's gone, but not the tree	(Join fingertips above head)
And on it are some buds for me.	
Listen closely, and you'll hear,	(Cup hands to ears)
"Spring is near, Spring is near."	(Whisper these words)

My Garden[**]

This is my garden,	(Spread arms outward)
I'll rake it with care.	(Make raking motions)
Here are the seeds	
I'll plant in there.	(Plant each seed)
The sun will shine,	(Make circle above head with arms)
The rain will fall.	(Make fluttering motions with fingers)
The seeds will sprout	
And grow up tall.	(Stretch arms above head)

Itsy, Bitsy Spider[***]

Itsy, bitsy spider went up the water spout	(Hands make a climbing motion; or thumbs on index fingers of opposite hands, one after the other)
Down came the rain and washed the spider out	(Drop hands)
Out came the sun and dried up all the rain	(Arms circled overhead)
Itsy, bitsy spider went up the spout again	(Make spider motion again)

Fall Leaves[****]

One leaf and two leaves
Tumbling to the ground,
Three leaves and four leaves
Make a rustling sound.
Five leaves and six leaves
Twirling all around
Seven leaves and eight leaves
Whirling in a mound.
Nine leaves and ten leaves
A north wind comes along,
And blows every leaf away
and that ends my song!

(Ask children to
pretend to be leaves.
As the North Wind blows,
they scurry about the room,
twirling, spinning,
and falling to the ground.)

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[*] *More Fingerplays and Action Rhymes,* Carol A. Piggins (New York: Instructor Publications, Inc., 1985).

[**] *The Very Young,* George W. Maxim, (New York: Merrill Publishing Company, 1989).

[***] *Language Skills in Elementary Education,* Paul S. Anderson, (New York: Macmillan Pub. Co., 1964).

[****] Adapted from: *Rhymes for Learning Times: Let's Pretend Activities for Early Childhood,* Louise Binder Scott (Minneapolis: T.S. Denison & Co., Inc., 1983).

Transportation

Children have many opportunities to use buses and trains and to observe traffic signals as they travel to school and from place to place in the city.

Choo-Choo Train

This is a choo-choo train	(Bend arms at elbows)
Puffing down the track	(Rotate forearms in rhythm)
Now it's going forward	(Push arms forward; continue rotating motion)
Now it's going back	(Pull arms back; continue rotating motion)
Now the bell is ringing	(Pull bell cord with fist)
Now the whistle blows	(Hold fist near mouth and blow)
What a lot of noise it makes	(Cover ears with hands)
Everywhere it goes	(Stretch out arms)

The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.

The conductor on the bus says, "Tickets, please!
Tickets, please, tickets, please!"
The conductor on the bus says, "Tickets, please!
All through the town.
The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down.
All through the town.

The driver on the bus says, "Move to the rear,
Move to the rear, move to the rear!"
The driver on the bus says, "Move to the rear,"
All through the town.

The horn on the bus goes, "Beep, beep beep,
Beep, beep, beep, beep, beep, beep."
The horn on the bus goes, "Beep, beep, beep,"
All through the town.

The wipers on the bus goes, "Swish, swish, swish,
Swish, swish, swish, swish, swish, swish."
The wipers on the bus goes, "Swish, swish, swish,"
All through the town.

The children on the bus go, "Chatter, chatter, chatter,
Chatter, chatter, chatter, chatter, chatter, chatter."
The children on the bus go, "Chatter, chatter, chatter,"
All through the town.

The babies on the bus go, "Waah, waah, waah,
Waah, waah, waah, waah, waah, waah,"
The babies on the bus go, "Waah, waah, waah,"
All through the town.

Counting/Numbers

Early numerical concepts are appealing to young children when presented in interesting ways.

Two Little Apples*

Two little apples hanging on a tree	(Spread arms and cup each hand to make apples)
Two little apples smiling at me.	(Turn cups forward)
I shook that tree as hard as I could.	(Shake body and arms)
Down came the apples, Mmmm, were they good!	(Rub belly)

The Beehive

Here is a beehive.	(Hold up one fist)
But where are the bees?	
Hiding away where no one sees.	
Watch them and they'll come out of their hives.	(Pop one finger from fist at a time, as you count)
One, two, three, four, five	
Bzzzz! Bzzzz! bzzzz!	(Wiggle fingers, while moving hands back and forth)

Jenny or Johnny

Jenny works with one hammer,	(Pretend to hammer with one foot)
one hammer, one hammer	
Jenny works with one hammer,	
Then she works with two.	(Hold out 2 fists)
Jenny works with two hammers	(Hammer with 2 fists)
two hammers, two hammers	
Jenny works with two hammers	
Then she works with three.	(Hold out 2 fists, 1 foot)
Jenny works with three hammers	(Hammer with 2 fists, 1 foot)
three hammers, three hammers	
Jenny works with three hammers	
Then she works with four	(Hold out 2 fists, 2 feet)
Jenny works with four hammers	(Hammer with 2 fists, 2 feet)
four hammers, four hammers	
Jenny works with four hammers	
Then she works with five.	(Hold out 2 fists, 2 feet, head)
Jenny works with five hammers	(Hammer with 2 fists, 2 feet, head)
five hammers, five hammers,	
Jenny works with five hammers	
Then she goes to sleep.	(Close eyes, rest head on hands and place at side of face.)

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* From: Mary Miller and Paula Zajan, *Finger Play: Songs for Little Fingers* (New York: G. Schirmer, 1955), p.1. Permission Pending

Special Days

Children enjoy celebrating special occasions and holidays throughout the school year.

Here is a Witch's Tall Black Hat*

Here is a witch's tall black hat.	(Point index fingers together)
Here are the whiskers on her cat	(Index fingers and thumbs are put together and pulled back and forth under nose)
Here is an owl sitting in a tree	(Circle eyes with fingers)
Here is a goblin! Hee, hee, hee!	(Hold hands on stomach area)

Five Fat Turkeys**

Five fat turkeys were sitting on a fence.	(One hand up)
The first one said, "I'm so immense."	(Point to thumb)
The second one said, "I can gobble at you."	(Pointer finger)
The third one said, "I can gobble too."	(Middle finger)
The fourth on said, "I can spread my tail."	(Ring finger)
The fifth one said, "Don't catch it on a nail."	(Little finger)
A farmer came along and stopped to say	(Pointer finger of other hand)
"Turkeys look best on Thanksgiving Day."	

Valentine's Day***

Here is my heart	(Form a heart with hands)
I'll open it wide	(Open up hands)
It's filled with love	(Hold hands, palms up in gesture of offering)
For you inside	(Point to another)

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* Adapted from: *Rhymes for Learning Times: Let's Pretend Activities for Early Childhood* Louise Binder Scott (Minneapolis: T.S. Denison & Co., Inc., 1983).

** From: Liz Cromwell, Dixie Hibner, and John R. Faitel, *Finger Frolics* (Livonia, Mi: Partner Press, 1983), p. 62. Permission Pending

*** *More Fingerplays and Action Rhymes* Carol A. Piggins (New York: Instructor Publications, Inc., 1985).

Pets and Animals

Many young children have pets and are fascinated by watching animals and observing how they eat, move, and grow.

There was a Little Turtle

There was a little turtle	(Make circle with hands)
Who lived in a box	(Form box with hands)
He swam in a puddle	(Make swimming motions)
He climbed on the rocks	(Make climbing motions with hands)
He snapped at a mosquito	(Make grabbing motion)
He snapped at a flea	(Make grabbing motion)
He snapped at a minnow	(Make grabbing motion)
He snapped at me!	(Make grabbing motion)
He caught the mosquito	(Clap hands)
He caught the flea	(Clap hands)
He caught the minnow	(Clap hands)
But he didn't catch me!	(Start to clap, but stop short)

Five Pets*

I have five pets that I'd like you to meet.	
They all live with me on Mulberry Street.	(Hold up one hand)
This is my chicken, the smallest of all,	(Point to little finger)
He comes a-running whenever I call.	
This is my duckling. He says,	(Point to next finger)
"Quack, quack-quack!"	
As he shakes the water from off his back.	
Here is my rabbit. He runs from his pen.	(Point to middle finger)
Then I must put him back in it again.	
This is my kitten. Her coat's black and white.	(Point to index finger)
She loves to sleep on a pillow at night.	
Here is my puppy, who has lots of fun!	(Point to thumb)
He chases the others and makes them run!	(Move thumb slowly and fingers rapidly)

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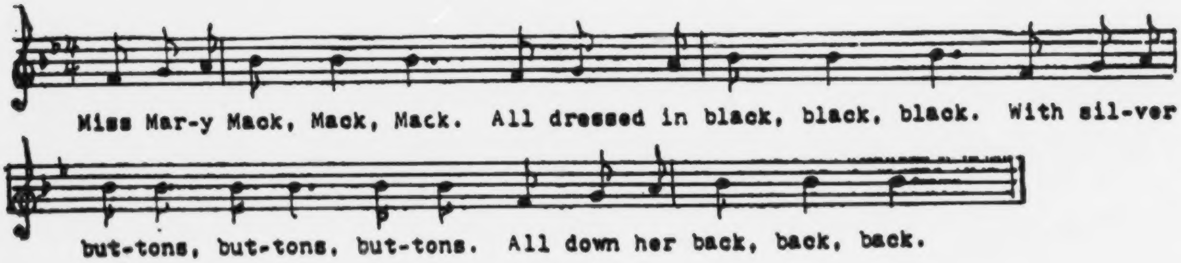
* *The Very Young*, George Maxim, Merrill Publishing Co.

Language may be used to encourage various body movements. Children respond individually or together in rhythms, songs, and games.

Miss Mary Mack*


Miss Mar-y Mack, Mack, Mack. All dressed in black, black, black. With sil-ver
but-tons, but-tons, but-tons. All down her back, back, back.

2. She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Go jump the fence, fence, fence.

3. She jumped so high, high high
That she reached the sky, sky, sky,
And she never came back, back, back,
Till the fourth of July, ly, ly.

(Children perform actions indicated by the words)

Going to Kentucky*

Going to Kentucky,
Going to the fair,
To meet a Senorita
With flowers in her hair.
Shake it, shake it, shake it,
Shake it if you can.
Shake it like a milkshake
And do the best you can.
Rumble to the bottom,
Rumble to the top,
And turn around and turn around
Until you make a stop

(Children form a circle and one child is chosen to be the leader. That child stands in the center of the circle and everyone sings. The child in the center of the circle spins around with eyes closed and finger extended When the song ends, the child to whom the finger is pointed goes into the center of the circle.)

Gray Rabbit*

Single circle, players facing center; a player, selected as runner, is outside the circle. The player runs part way around the circle, tapping each child and repeating "Brown Rabbit." When player says "Gray Rabbit," the second player chases the runner around the circle. If the gray rabbit tags the runner before the vacated place is reached, the gray rabbit becomes the new runner; if not, the first runner takes another turn.

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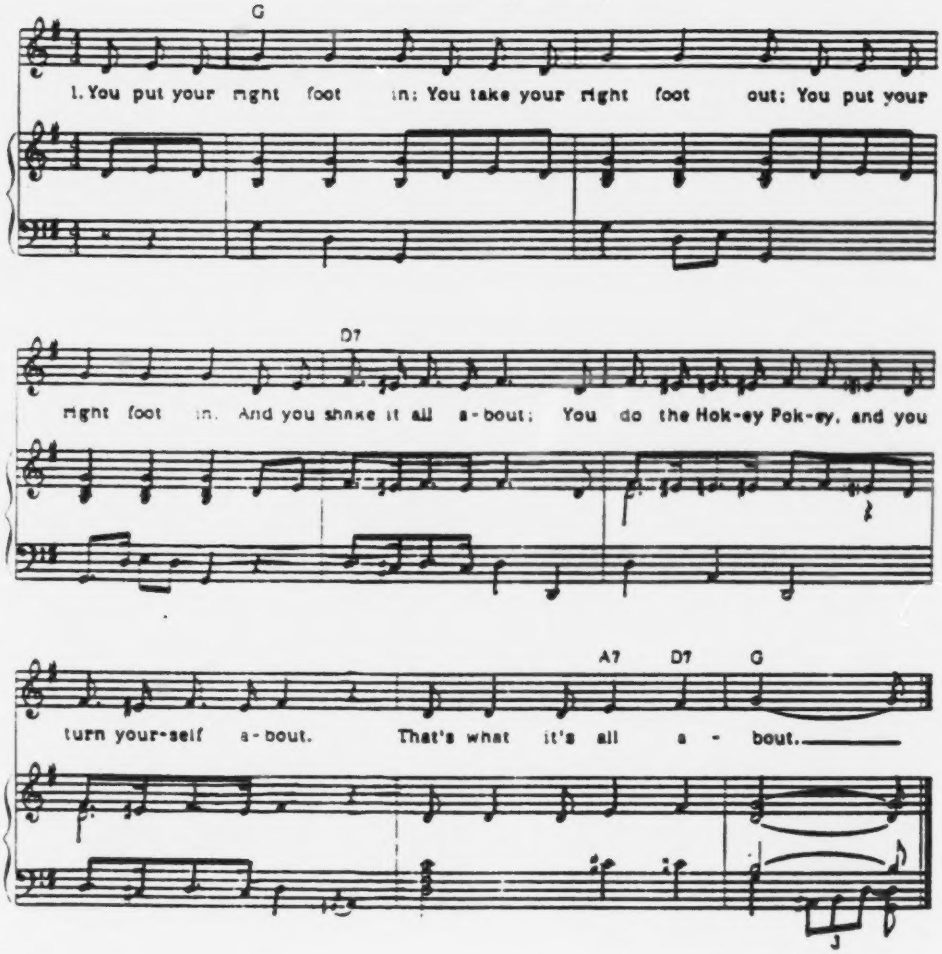
* *Physical Education: A Movement Approach*, Division of Curriculum and Instruction (New York: Board of Education of the City of New York, 1979) p. 18

The Hokey-Pokey*


G
1. You put your right foot in; You take your right foot out; You put your
D7
right foot in. And you shake it all a-bout; You do the Hok-ey Pok-ey, and you
A7
D7
G
turn your-self a-bout. That's what it's all a - bout.

2. You put your left foot in,
You take your left foot out,
You put your left foot in,
and you shake it all about;
You do the hokey pokey
And you turn yourself about
That's what it's all about.

3. You put your right hand in,
You take your right hand out,
You put your right hand in,
and you shake it all about;
You do the hokey pokey
And you turn yourself about
That's what it's all about.

4. You put your left hand in,
You take your left hand out,
You put your left hand in,
and you shake it all about;
You do the hokey pokey
And you turn yourself about
That's what it's all about.

5. You put your right shoulder in,
You take your right shoulder out,
You put your right shoulder in,
and you shake it all about;
You do the hokey pokey
And you turn yourself about
That's what it's all about.

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* From: Tom Glazer, *Do Your Ears Hang Low?—Fifty More Musical Fingerplays* (Garden City, New York: Doubleday and Company, Inc., 1980), p.35. Permission pending

Trips

In the multicultural kindergarten, the teacher helps children to understand that others may have ideas or feelings different from their own. Young children learn best through concrete experiences which give them many opportunities for observing, exploring, and discovering. These important pathways to learning, which are supported in the classroom, can be further extended through carefully planned trips to the wider community, where children can be exposed to varied lifestyles, languages, and points of view.

Trips provide pleasant firsthand experiences which stimulate children to express themselves using a variety of media and materials. They are enjoyable and satisfying, and are excellent sources of information for children. Trips enrich the curriculum, and give children a common basis for play and conversation.

Trips give kindergarten children opportunities to:

- get a firsthand view of the world.
- sharpen their observational skills.
- obtain information.
- orient themselves spatially and geographically.
- clarify their thinking.
- express new ideas.
- deepen their understandings.
- enlarge their vocabulary.
- listen to a variety of languages.
- focus on the diversity of individuals and groups in the community.

The teacher will find the following guidelines helpful in ensuring that the trip will be a valuable learning experience.

Before the Trip

- Visit the trip site to explore available facilities, such as food areas, restrooms, and water fountains.
- Make sure that trip is developmentally appropriate, based on children's interests, and related to the ongoing curriculum.
- Make necessary transportation arrangements.
- Distribute and collect a parental consent form for each child.
- Identify objects or places that will be of special interest to the children.
- Review rules of expected behavior with the children.
- Discuss with the children what they will observe.
- Speculate with the children about what they might discover.

- Record the children's predictions on a chart, to be checked after the trip. (A possible title for the chart is, "What kinds of people will we see on our trip?")
- Display or read aloud some books related to the trip theme. Children will broaden their information base in preparation for the trip.
- Invite several parents to share the experience and assist with supervision.
- Organize the class into several small groups; assign an adult to each. This arrangement will not only help with safety, but will give the children more opportunities for questions and discussion during the trip.
- Prepare trip boards and related materials. (See "Trip Boards" below.)
- Prepare a name tag for each child.
- Plan for special dietary requirements, if necessary. For health or religious reasons, some children can only eat certain foods. When lunch or snacks are part of the trip, teachers will need to make appropriate arrangements in advance.
- Plan for an alternative activity in case the trip is cancelled.

During the Trip

In order to make the trip a productive learning experience, the teacher should keep these suggestions in mind:

- Collect all lunches and place them in a large plastic bag, leaving the children free to work on trip board activities.
- Help children focus their attention on specific points of interest.
- Encourage the children to observe carefully. For example, they might be asked to notice diverse groups of people, such as babies, men, women, storekeepers, handicapped individuals, and persons of different ethnicities.
- Support children's discussions about what they see.
- Encourage children to collect objects when this is appropriate.
- Take photographs to record the trip events.

After the Trip

Organizing new information, clarifying data, and re-creating trip activities will help children deepen their understandings. The teacher can provide children with many opportunities for maximizing the trip experience, including the following:

- Writing and Language Development
  - — record answers to questions on class charts.
  - — verbally describe places or things viewed on the trip.
  - — verbally describe the traveling process, including sequence of events, feelings on the vehicle, and favorite part of the trip.
  - — answer questions by recording responses on tape recorders; record follow-up discussion on tape.
  - — role-play to review the trip experience.

  - write or dictate captions for photographs taken on the trip.
  - sequence photographs taken on the trip.
  - write or dictate individual books about the trip, using photographs as illustrations.
  - pantomime an action or event from the trip.
  - contribute to a cooperative story, poem, or experience chart.
  - look at books or filmstrips related to the trip.
  - organize data recorded on trip board activity sheets.
  - contribute to a class booklet.
  - sing related songs.
- Art Media and Other Ways of Re-Creating the Trip
  - create paintings or drawings.
  - build with blocks or make wood models.
  - cook foods related to an aspect of the trip.
  - create a diorama or a group mural.
  - make a map, using strips of paper or blocks.
  - model with clay.
  - make puppets or dolls.
- Mathematics and Science Experiences
  - collect data and realia.
  - sort, count, and classify.
  - use senses to make observations.
  - create graphs.

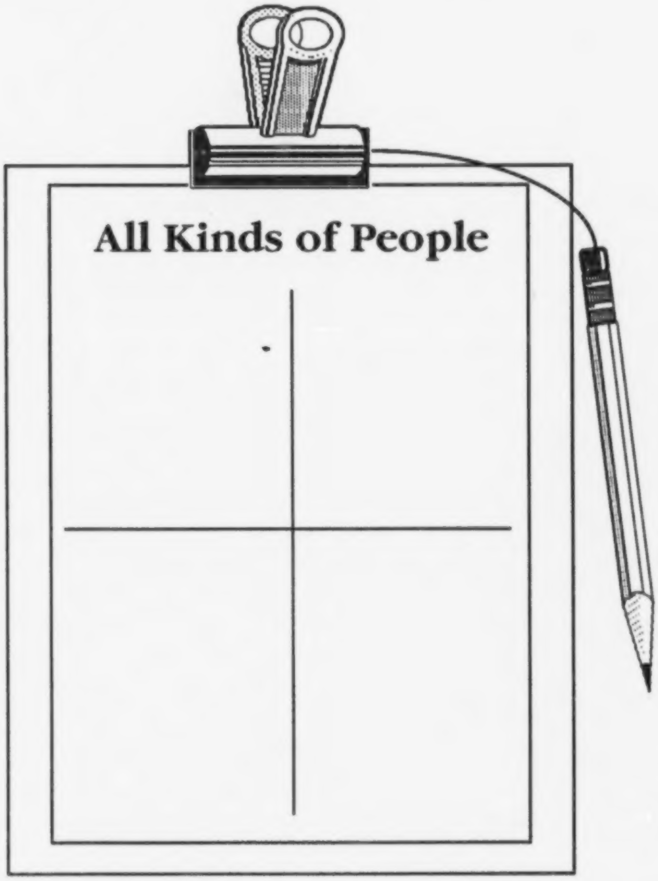
Trip Boards

Trip boards are devices which enable children to carry worksheets that have been specifically designed for use during a field trip. These worksheets can be an outgrowth of class discussions about what will be seen on a forthcoming trip. Trip board activities help children focus on specific aspects of a trip. A variety of assignments may be given, such as recording sights en route, drawing something of interest, or indicating with a mark each time an object or a place is seen.

Trip boards can be made from a variety of materials including: cardboard, plywood, small chalkboards, shirtboards, or clipboards. A clothespin, paper clip, or easel clip can be used to fasten the worksheet to the trip board.

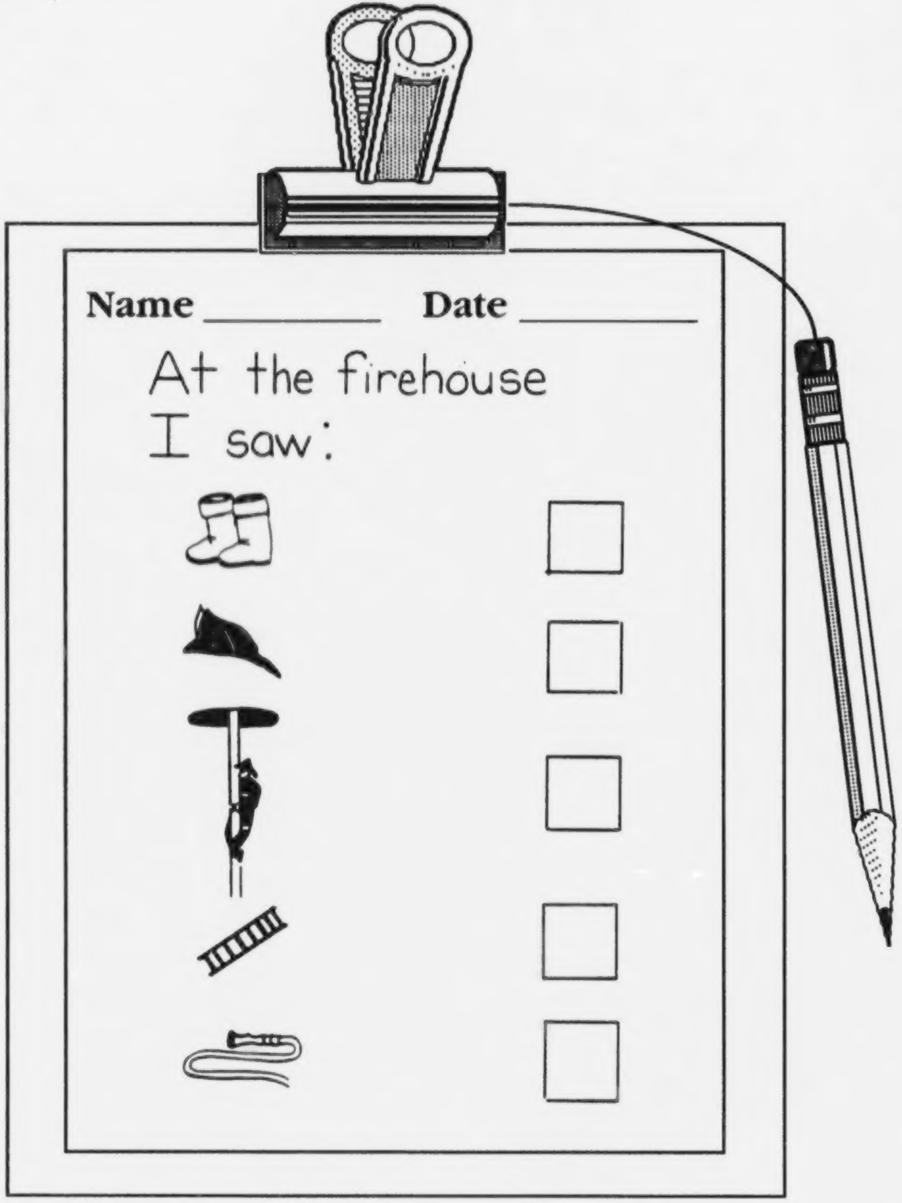
Trip boards can be used:

- to encourage careful observation.
- to help focus children's observations.
- for the collection of data.
- as a record of children's work.
- to help plan future activities.
- as pages in a Trip Book.



This trip board may be used on a neighborhood walk, during which children have been asked to observe diverse groups of people. The children may draw some of the people that they see.

Trip Boards



Name ________ **Date** ________

At the firehouse
I saw:

☐

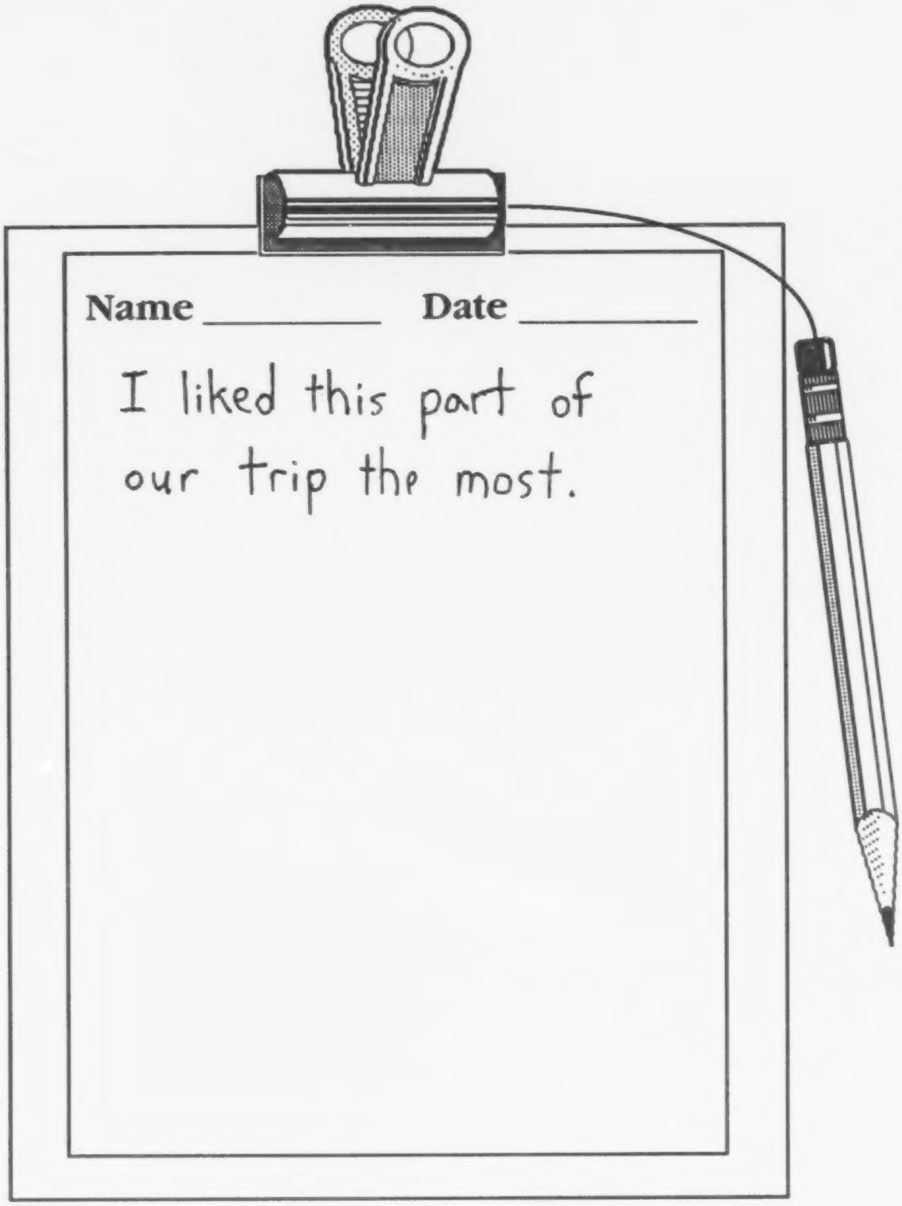
☐

☐

☐

☐

A large chart, which is a replica of this trip board activity sheet, can be prepared by the teacher. After the trip, the teacher asks how many children saw each object. The children use their own sheets to respond. The teacher then records that information on the large chart.



Name ________ **Date** ________

I liked this part of our trip the most.

The completed sheet from this trip board may be displayed on a bulletin board, or can become part of a class book.

Computers in the Classroom

Studies have shown that the use of computers in an educational setting can help enhance a variety of skills, including:

- social interaction
- problem solving
- higher-order reasoning
- communication through technology.

When using computers, children are not working directly with materials from their environment, but rather with a representation of that environment. Teachers should provide children with many concrete experiences in problem solving before introducing any kind of symbolic learning. When a decision has been made to incorporate computers into the kindergarten program, they should be considered as tools for instruction and exploration, similar to blocks, paint, and other learning materials.

When used appropriately, computers can be a valuable aid in promoting communication skills. The computer/word processor can assist in the developmental approach to reading and writing. Graphics programs are useful in allowing children first to draw and then to write about their pictures.

A Computer Center can be established separately or as an extension of the Library/Listening or Writing Center. It functions as one of the areas in which children choose to work during Learning Center time. Since use of the computer can be integrated into all curriculum areas, the teacher includes its use in thematic planning. Children's work in the Computer Center can be ongoing; work is saved on individual computer disks, to be continued over several activity periods.

As in other learning centers, the Computer Center's materials and management techniques need to be introduced and established gradually. Operation of the computer should be demonstrated to children in small groups. They will need to know how to turn the computer on and off and how to load programs. Specific program commands must be learned as well.

It is best for children to work individually or in pairs. An appropriate management technique is to use a timer, which children can set for a designated period. When the timer rings, another pair of children take their turn. When educational assistants are present, they can help with questions or problems as they arise. If disks are easily accessible, children can learn to keep track of their individual computer disks and store and retrieve them by themselves.

Suggested rules may include the following:

- Be sure that the computer is turned on.
- Remember that no more than ___ children at a time can use the computer.
- Share the computer with your partner; take turns and work together.
- Take care of the disks; touch them only on the label.
- Use clean hands; do not eat or drink near the machine.
- Take care of the computer; press keys gently.
- Put everything away when done.
- Make sure to turn off the computer when you are finished.

Software

There are many word processing and graphics software programs available for use by five-year-olds. The teacher should always preview such materials before purchasing to determine usefulness and to assure appropriateness for young children. Some programs are available in school versions and include valuable teacher materials.

When evaluating programs, the teacher should make sure that the software is consonant with early childhood education principles by considering the following questions.

"Does the program..."

- allow for open-ended solutions?
- encourage socialization and the development of a positive self-concept?
- allow for intrinsic motivation?
- encourage active exploration?
- provide practice in setting goals and predicting events?
- allow children to discover relationships by themselves and provide opportunities to apply these principles?
- emphasize the child's active participation?
- allow for the adjustment of learning opportunities for children with differing abilities, interests, and learning styles?

Programs should be "user friendly" for both children and teachers. They should be easy to access and to run; instructions and routines must be kept simple. Requirements for using the program should be as simple as hitting a single key. The level of difficulty should be appropriate for young children in terms of attention span, level of reasoning, and ease in loading. A "Help" key or "Reminders" should be available for use as needed.

Remember: All software options should be screened in order to anticipate any difficulties the children might encounter while running the program.

Word Processing

Word processing programs for the kindergarten can be an integral part of the Library/Listening or Writing Center. Children using these programs can compose, write, and edit original stories with ease, since they can focus on content rather than on the mechanics of writing. The word processing program allows children to explore and create with the printed word just as they work with other materials. The words can be changed over and over, transposed, transmuted — played with and enjoyed!

Programming

It has been stated that programming has the potential to expand the intellectual capabilities of learners, making them inventors. Through programming, one gives a computer a set of instructions so that it can perform a certain task. This is a creative activity, which develops divergent as well as convergent thinking abilities.

Skills which are utilized to solve problems in the classroom can be applied to programming tasks. To prepare for programming, children need to develop the ability to follow directions, sequence, classify, and locate and fix mistakes.

Teachers should be aware that programming activities require individual instruction and adequate preparation time. They must therefore ask, "What kinds of programming problems or projects would be appropriate for five-yearolds?" Such experiences would assist young children in developing computer literacy, problem-solving techniques, and higher-order thinking skills.

The following activities will be helpful for young children before they start to use the computer:

- Discuss some things a computer can do. Ask children if they have seen or used a computer and, if so, how it is used or what it can do. A cooperative experience chart can list some simple words and sentences about computers.
- Show the classroom computer to the children. Point out each part and briefly describe what it does:
    - **Monitor:** The Monitor looks like a television set. It shows us the words and pictures that we write and draw. It gives us information from the computer.
    - **Keyboard:** The Keyboard has numbers and letters on it. We press certain keys to tell the computer what to do.
    - **Disk Drive:** The Disk Drive holds a disk that saves the information telling the computer how to do its job.
    - **Printer:** The Printer shows what we have put into the computer.
- The teacher can cut out flannel or felt figures to match each piece of computer equipment. Children use the pieces to "create" their own computer on the flannel board.
- Introduce the game of "Keyboard Bingo" to give children practice in recognizing and locating letters, numbers, and symbols. Each child receives a paper copy of the keyboard. Children take turns choosing cards marked with a single letter, number, or symbol. Colored counters are used to mark the matching key on the individual "keyboards." This game should be played with small groups of children.
- Teachers can give children many opportunities to work alone and in pairs creating pictures and writing about their drawings. "Invented" spelling is to be encouraged. As children become more comfortable with this process, they may begin to work first with graphics, then with word processing programs.

P.S. 114, CSD 27
Teacher: Patricia Tissot

SECTION VII
A MULTICULTURAL SAMPLER

"With all beings and all things, we shall be as relatives."
— Sioux Indian Saying

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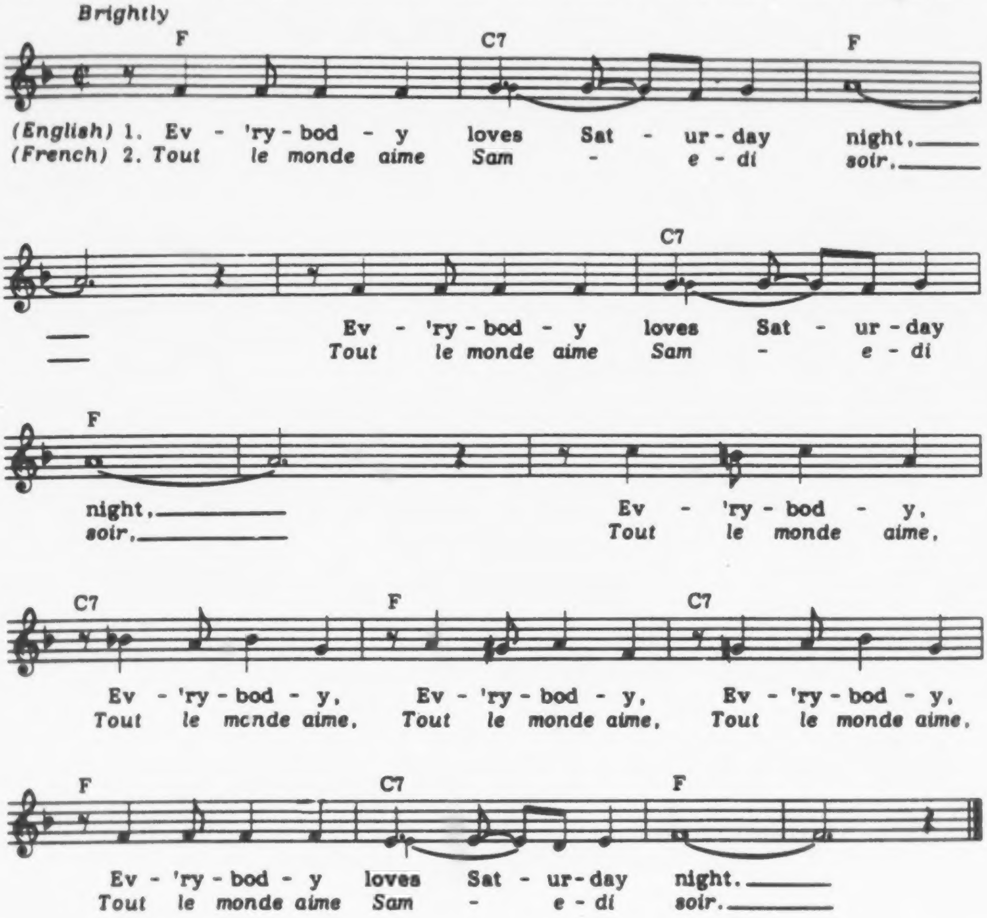
This sampling of songs, games, poems, and fables provides only a "taste" of the diverse cultural riches available and appropriate for young children. Parents, community members, and the youngsters themselves can be wonderful resources for adding to this collection on an ongoing basis. Ideas and suggestions for incorporating these materials into the ongoing learning experience may be found in the previous section, *Enriching the Curriculum.*

Everybody Loves Saturday Night*

African Song

This syncopated clapping song from Sierra Leone, West Africa, is fun to sing in many languages.


Brightly
F
C7
F
(English) 1. Ev - 'ry - bod - y loves Sat - ur - day night,
(French) 2. Tout le monde aime Sam - e - di soir.
C7
Ev - 'ry - bod - y loves Sat - ur - day
Tout le monde aime Sam - e - di
F
night,
soir,
Ev - 'ry - bod - y,
Tout le monde aime,
C7
F
C7
Ev - 'ry - bod - y, Ev - 'ry - bod - y, Ev - 'ry - bod - y,
Tout le mcnde aime, Tout le monde aime, Tout le monde aime,
F
C7
F
Ev - 'ry - bod - y loves Sat - ur - day night.
Tout le monde aime Sam - e - di soir.

German:
Eider man hat dem Samstag Abend,
Eider man hat dem Samstag Abend
Eider man hat, Eider man hat,
Eider man hat, Eider man hat,
Eider man hat dem Samstag Abend.

Italian:
Tutti ama Sabato sera,
Tutti ama Sabato sera,
Tutti ama, Tutti ama,
Tutti ama, Tutti ama,
Tutti ama Sabato sera.

Spanish:
Todo el mundo ama el sábado
Todo el mundo ama el sábado
Todo el mundo, Todo el mundo,
Todo el mundo, Todo el mundo,
Todo el mundo ama el sábado.

Yiddish:
Yeder ener glächt Shabbas ba nacht,
Yeder ener glächt Shabbas ba nacht,
Yeder ener, Yeder ener,
Yeder ener, Yeder ener,
Yeder ener glächt Shabbas ba nacht.

---

* Words & music by Paul Campbell. TRO— © Copyright 1953 Folkways Music Publishers, Inc., New York, N.Y. Used by permission.

Baby Chicks†

Latin American Folksong

Hear my little chicks say,
"Pio, pio, pio,"
Loudly when they're hungry,
Softly when they're cold.

Cherry Blooms†

Japanese Folksong

Cherry Blooms, cherry blooms
How your fragrance fills the air,
Trees in blossom everywhere,
Joy to all your blossoms bring,
Joy that makes our glad hearts sing,
Cherry blooms, cherry blooms,
Fair flowers of the spring.

El Coquito (The Little Tree Toad)†

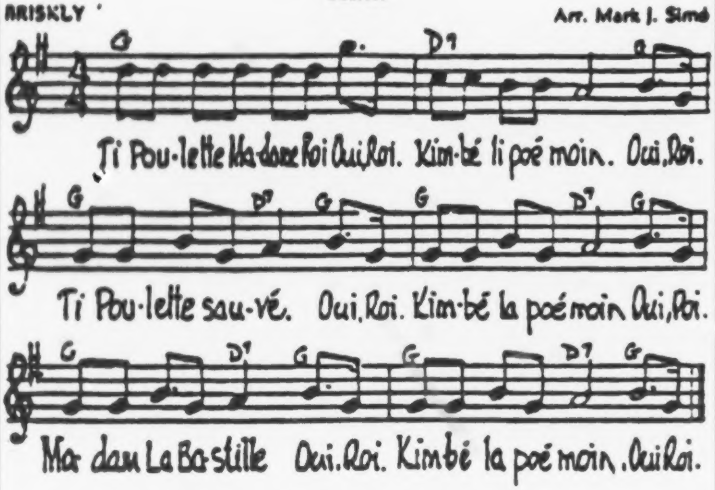
Puerto Rican Lullaby

El Coqui sings a sweet song at twilight,
He is singing as sleep comes to me,
When I wake all alone in the moonlight,
El Coqui sings good-night from the tree.

Coqui, Coqui,
Coqui, qui, qui, qui.
Coqui, Coqui,
Coqui, qui, qui, qui.

Ti Poulette*

Haiti


BRISKLY
Arr. Mark J. Sims
G
D7
Ti Pou-lette Ma-dame Roi Oui, Roi. Kim-bé li poé moin. Oui, Roi.
Ti Pou-lette sau-vé. Oui, Roi. Kim-bé la poé moin Oui, Roi.
Ma-dam La Ba-stille Oui, Roi. Kimbé la poé moin. Oui, Roi.

Tee Poolette, Madam Rwah, wee rwah
Kimbay lea pooh mweh, wee rwah
Tee Poolette soh vay, wee rwah
Kimbay lea pooh mweh, wee rwah
Madam Lah-bah-steel
Kimbay li pooh mweh, wee rwah

Translation

Little chicken of Madam Roy, yes Roy
Catch it for me, yes Roy
The little chicken has escaped, yes Roy
Catch it for me, yes Roy
Madam Labastille
Catch it for me, yes Roy

Caballito††

A Mexican Rhyme

Caballito, caballito,	Little pony, little pony,
No me tumbes, no me tumbes;	Do not throw me, do not throw me;
a galope y a galope,	Galloping, galloping,
recio, recio, recio,	Watch us go!
¡Qué viva Antonio!	Long live Antonio!

---

* *Haiti Through Its Holidays*, by Eleanor Wong Telemaque, Edward W. Blyden Press, Inc., New York: 1980. Permission pending.
† *Big Book of Songs*, Selected by Sam Leaton Sebesta, Scott, Foresman and Company, Glenview, IL: 1989. Permission pending.
†† *The Heart of the Woods*, by Sam Leaton Sebesta, Harcourt Brace Jovanovich, Orlando, FL: 1982. Permission pending.

Bite the Carp's Tail[†]

Vietnam

The carp is a popular fish all over Asia. It is a symbol of good luck, often kept as a pet. The Vietnamese version of this playground or gym game needs at least six players, but it's possible for an entire class to play. The longer the line, the more fun you'll have.

TO PLAY:

1. Have players form a single line, one behind the other with hands on each other's hips. The first person is the carp's head, the last person is the carp's tail.
2. When everyone is ready, the head must try to "bite" the tail by catching hold of it. To avoid capture, the end of the line will swing and coil away from the head, but the line may not break; each child must hold tight to the person in front at all times.
3. When the tail is bitten (caught), the head goes to the back of the line to become the new tail and the player who was second in line is the new head.

Counting in Spanish[††]

Clap in a steady rhythm, two claps to each line, as you chant the rhyme and do the motions called for.

Uno, dos, tres,
Let's march in place.

Cuatro, cinco, seis,
Let's away with grace.

Siete, ocho, nueve.
Watch us wave. Hey!

Now we come to diez.
A - bout face!

Hide the Dreidel

Traditional Chanukah
(Jewish Holiday) Game

This is a variation of the "hot and cold" game. One child leaves the room, while the other children hide a dreidel (Chanukah spinning top). The first child returns and looks for the dreidel, while the group sings a favorite song. The children sing softly when the child is far from the dreidel, and louder and louder as the child comes close to it.

When the dreidel has been found, that child has the privilege of hiding it when someone else has left the room.

Frère Jacques[*]

France

Frère Jacques, Frère Jacques,
Dormez-vous? Dormez-vous?
Sonnez les matines, Sonnez les matines,
Din don din, Din don din.

Are you sleeping, Are you sleeping,
Brother John? Brother John?
Morning bells are ringing, Morning bells are
    ringing,
Ding dong ding, Ding dong ding.

Children of the Rainbow

United States

By E. A. Mitchell

Julio's eyes are green,
    shining is his tan-gold skin.
Bo Lan's color is like cream,
    dark as ebony her hair.
Iris's freckles everywhere
    dance against her flame-red hair.
Blue-black velvet catching light,
    Gus is dark like starlit night.

Dancing, singing, let's join hands!
Every child understands
Each one's color is just right
To make our circle rainbow bright.

Dancing, singing, let's join hands!
Every child understands
Each one's color is just right
To make our world all rainbow bright.

[†] *Look What We've Brought You from Vietnam*, by Phyllis Shalant, 1988. Reprinted by permission of the publisher, Julian Messner, a division of Simon & Schuster, New York..

[††] *More Fingerplays and Actions Rhymes*, by Carol A. Piggins, Instructor Publications, Inc., New York: 1984.

[*] *Children Around the World*, by Jane Caballera and Derek Whordley, Humanics Learning, Atlanta, GA: 1988. Permission pending.

Que Linda Manito![*]
Puerto Rico

Que linda manito
que tiene el bebe,
que linda, que mona,
que bonita es.

Pequenos deditos
rayitos de sol,
que gire que gire
como un girasol.

Translation:
A Pretty Little Hand

How pretty, how little,
This sweet baby's hand.
So soft — Oh! So pretty!
How lovely it is.

Fingers so tiny
Like small rays of sun,
Around and around
Like a twinkling sunflower.

Japanese Rain Song[**]
English words by Roberta McLaughlin

The sound of falling rain is the same the world over. The Japanese words in the refrain are equivalent to the English "pitter patter." They are pronounced, "pee-chee, cha-poo."

Underneath the drooping willow
  Stands a little child,
No umbrella, child is weeping,
  Rain is falling down.
Refrain: Pichi, pichi, chapu, chapu, ran,
  ran, ran.

Pitter, patter, falling, falling,
  Rain is falling down;
Mother comes to bring umbrella,
  Rain is falling down.
Refrain: Pichi, pichi, chapu, chapu, ran,
  ran, ran.

Hopi Planting Chant[***]
Native American

Never plant just one seed.
Always plant four—
The first for your enemy,
The second for the poor,
The third for the pests which
  prey upon field.
Take for yourself the fourth seed's yield.

Sunday Morning Lonely[†]
United States

By Lucille Clifton

Daddy's back
is broad and black
and Everett Anderson loves to ride it.

Daddy's side
is black and wide
and Everett Anderson sits beside it.

Daddy's cheek
is black and sleek
and Everett Anderson kisses it.

Daddy's space
is a black empty place
and Everett Anderson misses it.

A Ghost Story[††]
A Japanese Rhyme

"Hello you, are you a ghost,
Hiding there behind that post?"

"No, I'm just an old dead tree -
You needn't be afraid of me."

---

[*] *Arroz con Leche, Popular Songs and Rhymes from Latin America*, Scholastic Inc., New York: 1989. Permission pending.

[**] Adapted from *Growing with Music Book 1*, Prentice-Hall, Inc., Englewood Cliffs, NJ: 1966. Permission pending.

[***] *US: A Cultural Mosaic*, Anti-Defamation League of B'nai B'rith. Permission pending.

[†] *Some of the Days of Everett Anderson*, by Lucille Clifton, Henry Holt and Company, Inc., New York: 1970. Permission pending.

[††] *The Heart of the Woods*, by Sam Leaton Sebesta, Harcourt Brace Jovanovich, Orlando, FL: 1982. Permission pending.

james shell's snowball stand[*]
United States
By Nikki Giovanni

snowballs are fun
when the streets are covered
with white liquid
but they mean much more to me
when james puts raspberry and cherry
on them in july

Zonbi Bann Mannan[**]
Traditional Haitian Singing Game

Children form circle. One child is Ghostman and one is Hen.

Ghostman stands outside the circle and Hen is inside. Children sing a song while Hen runs in and out of the circle, being chased by Ghostman. Hen can only be caught when outside the circle. Ghostman is not allowed to reach inside the circle when Hen is safe there. Hen cannot stay inside, but must keep running back outside the circle. If Hen is caught, that child becomes Ghostman. Another child is selected to be Hen. The previous Ghostman joins the circle, and the game goes on.

Children continue to sing as long as the game is being played.

Koltak[***]
Korean Folk Song
English words by Georgia M. Cragin

See the stars go over the hill,
When the night is tender and still.
Listen and I will count them.

Watch them going over the hill.
There's a pretty one! See? Another one!
There they go to wake the sun.

Wai-Kun Fable[†]
Winnebago Indian Tale

Once there were some mice under a crooked log. They believed they were the only people in the whole world. One mouse stood up and stretched his little arms. He could just touch the underside of the log. He thought that he was very tall. He thought that he had touched the sky. So he danced and sang this song:

Throughout the world
Who is there like little me!
Who is like me!
I can touch the sky.
I can touch the sky, indeed!

Piggyback[††]
United States
By Langston Hughes

My daddy rides me piggyback
My mama rides me too,
But grandma says her poor old back
Has had enough to do.

The Man in Red[†††]
"...an affectionate portrait of life in the Bahamas"
By Eloise Greenfield

Whenever he
puts on his
red jacket
red tie and
his serious face
to match
the neighbors know he's
going someplace
special

---

[*] *Spin a Soft Black Song*, by Nikki Giovanni, Hill and Wang, New York: 1985. Permission pending.

[**] Contributed by Marie C. Etienne, Educational Assistant, Bilingual Pupil Services, P.S. 181, District 17.

[***] *Exploring Music 1*, Holt, Rhinehart and Winston, Inc., New York: 1966. Permission pending.

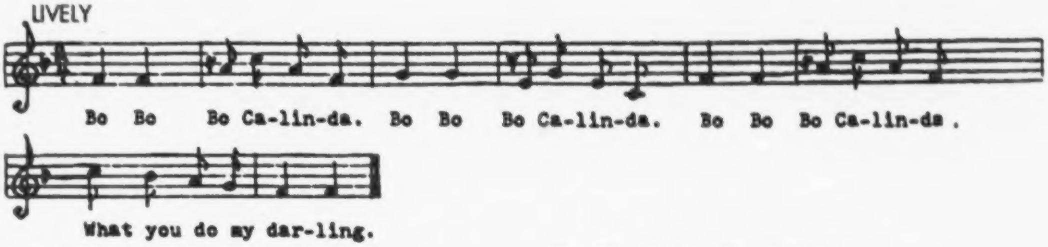
[†] *US: A Cultural Mosaic*, Anti-Defamation League of B'nai B'rith. Permission pending.

[††] "Piggyback" by Langston Hughes from *Selected Poems of Langston Hughes*, original copyright 1959, revised May, 1974, Vintage Books, a division of Random House, New York. Permission pending.

[†††] *Under the Sunday Tree*, by Eloise Greenfield, Harper and Row, New York: 1988. Permission pending.

BO BO BO CALINDA[*]
Trinidad

This game is played in a circle with the other children imitating the movements indicated by the leader. It is also performed in two lines. On "Come on down," the last couple does a special turn.



2. Right hand up. Bo Calinda.
3. Left hand up. Bo Calinda.
4. Both hands up. Bo Colinda.
5. Do si do. Bo Calinda.
6. Come on down. Bo Calinda.

Happy Birthday[**]
United States

Clap two beats on each line as you share this birthday rhyme. At end of the rhyme, clap once for each year of child's age and then sing "Happy Birthday."

Let us take time out to say,
"Today's a very special day."
This is _____'s birthday
And she (he's) ___ years old.

Stand up ______, won't you.
Stand up and take a bow.
We'll clap one time for every year
And sing, "Happy Birthday" now.

Traditional Hebrew Nursery Rhyme

Yeysh lah-noo ta'yeesh,
Lah ta'yeesh yeysh zakan,
Veh-loh arbah raglayim,
Vehgahm zanav katan.

We have a billy goat,
The billy goat has a beard,
He has four legs,
And also a small tail.

Cat and Mouse†
African Circle Game

In Africa, children play Cat and Mouse in a circle. The one who is Mouse stands inside the circle. The one who is Cat stands outside. Everyone else is part of the circle.

When the circle starts moving, Cat chases Mouse in and out and around the circle until that child is caught.

Spanish Lesson††
Sung to the theme of
Twinkle Twinkle Little Star

Pollito, Chicken,
Gallina, Hen,
    Lapiz, Pencil,
    Pluma, Pen,
Ventana, Window,
Puerta, Door,
Maestra, Teacher,
    y
Piso, Floor.

---

[*] *The Griot Sings (Songs from the Black World)*, Edna Smith, Ed., Publishing Center for Cultural Resources, New York: 1978. Permission pending.

[**] *More Fingerplays and Action Rhymes*, by Carol A. Piggins, Instructor Publications, Inc., New York: 1984. Permission pending.

[†] Adapted from *Childcraft, The How and Why Library, Volume 9, Holidays and Customs*, Field Enterprises Educational Corporation, Middletown, CT: 1976. Permission pending.

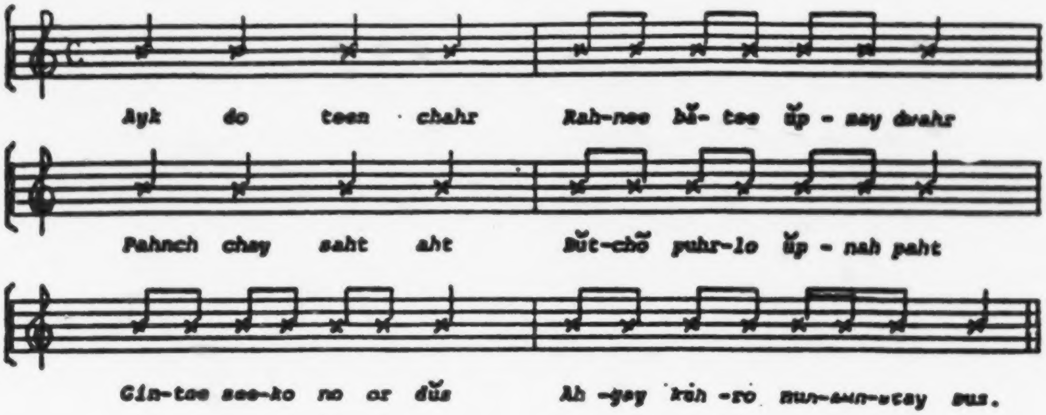
[††] Contributed by Lydia Guzman, Teacher, P.S. 183, District 23.

COUNTING[*]

India

Counting is always fun, and children chant their numbers as they learn them. "Rani" means "Queen" in Hindi. This "rani" is counting and teaching children.

"Namastay" is a warm word of salutation used both for hello and goodbye. When people so greet or part from one another in India, they often bring their palms together and slightly bow their heads in respect to the other person.


Ayk do teen chahr Rah-nee bǎ- tee ǔp - nay dwahr
Pahnch chay saht aht Bǔt-chō puhr-lo ǔp - nah paht
Gin-tee see-ko no or dǔs Ah -gay kǎh -ro nun-mun-stay bus.

एक दो तीन चार
रानी बैठी अपने द्वार
पाँच छः सात आठ
बच्च्यों पढ़ लो अपना पाठ
गिनती सीखो नौ और दस
आगे करो नमस्ते बस

One, two, three, four
Rani sits beside her door.
Five, six, seven, eight
Study hard, get it straight.
Counting, learning, nine and ten
Namastay, come again.

---

[*] *Folk Music*, Hansen, Mueller, Turkevich, *Shilpa*, ERC, New Delhi: 1980. Reprinted with permission.

Japanese Counting Rhyme[*]

ichi-one
ni-two
san-three
shi-four
go-five
roku-six
shichi-seven
hachi-eight
ku-nine
ju-ten

one, two, three,
(echo)
Listen to me,
(echo)
I can count to ten,
(echo)
In Japanese.
(echo)

Ichi, ni, san, shi, go,
(echo)
I can count to five,
(echo)
Let's try four more.
(echo)

Roku, shichi, hachi, ku,
(echo)
I can count to nine,
(echo)
Let's try one more,
(echo)
(together) JU!

Little Snail, Little Snail[†]

Traditional Chinese Nursery Rhyme

Little snail, little snail,
With your hard, stony bed,
First stick out your horns
And then stick out your head.

Your father and mother
Have bought some roast meat;
So come, little snail,
Please hurry and eat.

But where has that little snail gone,
Please do tell?
He's turned right around and
Gone back in his shell!

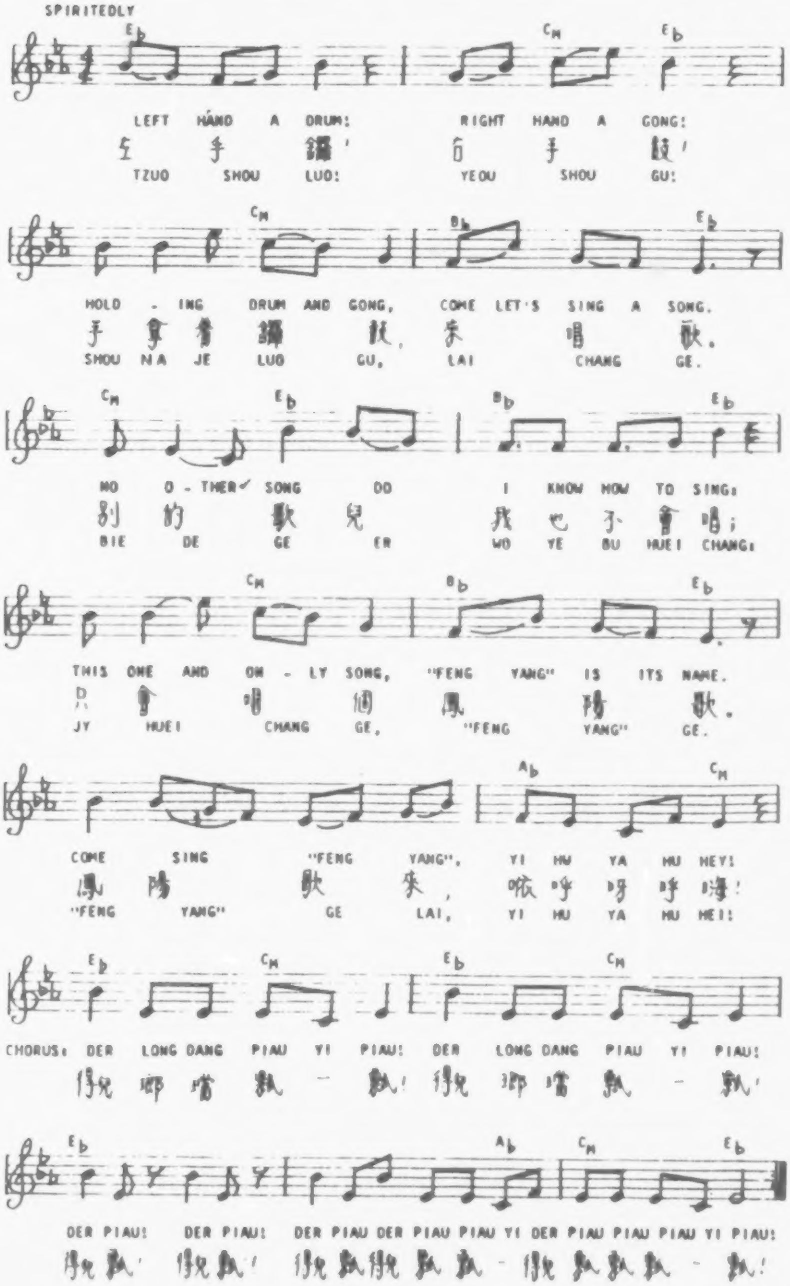
---

[*] ***Multicultural Teaching, A Handbook of Activities, Information and Resources,*** by Pamela Tiedt and Iris Tiedt, Allyn and Bacon, Boston, MA: 1986. Permission pending.

[†] "Little Snail, Little Snail" reprinted by permission of Philomel Books from *Chinese Mother Goose Rhymes*, Selected and Edited by Robert Wyndham, copyright © 1968 by Robert Wyndham.

Feng Yang Flower Drum

安徽
ANHUEI


SPIRITEDLY
LEFT HAND A DRUM: RIGHT HAND A GONG:
左手鑼，右手鼓，
TZUO SHOU LUO: YEOU SHOU GU:
HOLD - ING DRUM AND GONG, COME LET'S SING A SONG.
手拿着鑼鼓，來唱歌。
SHOU NA JE LUO GU, LAI CHANG GE.
NO O - THER SONG DO I KNOW HOW TO SING;
別的歌兒我也不會唱；
BIE DE GE ER WO YE BU HUEI CHANG;
THIS ONE AND ON - LY SONG, "FENG YANG" IS ITS NAME.
只會唱個鳳陽歌。
JY HUEI CHANG GE, "FENG YANG" GE.
COME SING "FENG YANG", YI HU YA HU HEY!
鳳陽歌來，咿呼呀呼嗨！
"FENG YANG" GE LAI, YI HU YA HU HEI!
CHORUS: DER LONG DANG PIAU YI PIAU! DER LONG DANG PIAU YI PIAU!
得兒啷噹飄一飄！得兒啷噹飄一飄！
DER PIAU! DER PIAU! DER PIAU DER PIAU PIAU YI DER PIAU PIAU PIAU YI PIAU!
得兒飄！得兒飄！得兒飄得兒飄飄一得兒飄飄飄一飄！

Chinese Cultural Activities, Volume II, A.R.T.S. Inc., 32 Market Street, New York (1977, 1981) pp. 1-15.

Daddy's Little Girl[*]

I'm my daddy's little girl
My daddy told me he borrowed
a little piece of sun,
waited until it cooled,
then made me just the way he wanted me...
looking like him...
(with a little bit of mommy added).
That sun he borrowed is why
my face lights up so bright when I smile,
and why all of me is so sunshiny.

My girlfriend says she's her daddy's little girl.
Her daddy told her he cut her out
of some midnight,
with a cookie cutter he got from her
mommy.
He cut her out of midnight,
because that's his favorite time.
That's why she is all of his happiness...
especially when she smiles,
letting the moon shine,
and the stars flash across her face.

My other girlfriend says she's her daddy's
little girl.
Her daddy told her that he calls her Honey
because one day he had a sweet tooth.
so, he and her mommy
gathered up all the flowers they could
and gave those flowers to a whole lot
of worker bees
Those bees buzzed around...
...and buzzed around...
until they designed her sweet enough
to fill his tooth with her honey shined face...
and fill his life with her honeycomb smile.

So, my girlfriends and I decided,
our daddies sure went to a lot of trouble
to make us their little girls.
We guess that's why we love them so much.

by Lindamicellebaron

To School with Joy[**]

(Translated from Greek)

Children come to school
with joy
to grow, to learn.
Alpha, beta, gamma, delta
Bring the books,
pencils and paper too,
so that I may write
every single thing.

ΤΑ ΠΑΙΔΑΚΙΑ

Τά παιδάκια ἦρθανε
στό σχολειό καί πάλι
γράμματα νά μάθουνε
νά γινοῦν μεγάλοι.
Ἄλφα βῆτα γάμα δέλτα,
ὅλα τά βιβλία φέρτα
καί μολύβια καί χαρτί
γιά νά γράφω καθετί.

---

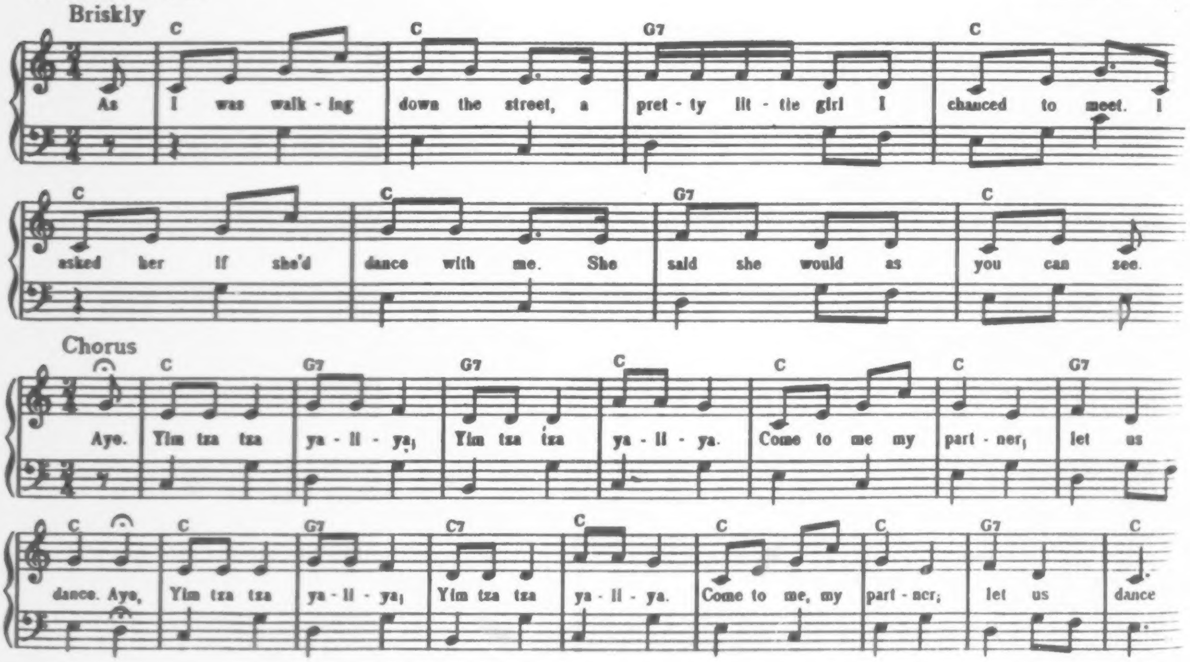
[*] Adapted from: Lindamichellebaron's *The Sun Is On*, 3rd ed., (NY: Harlin Jacque Publ.,1990)

[**] From: Laika paijnidia Kai Tragoudia (Greek folk poems and rhymes) Northeast Center for Curriculum Development, CSD 7, New York 1976

Come, Let us Dance*

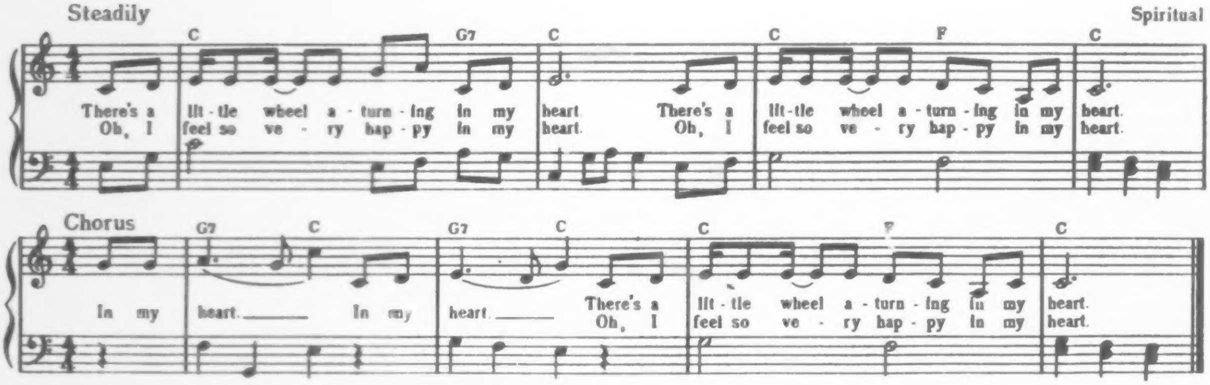
English version by
HOLSAERT BAILEY

Israeli Singing Game


Briskly
C
C
G7
C
As I was walk - ing down the street, a pret - ty lit - tle girl I chanced to meet. I
asked her if she'd dance with me. She said she would as you can see.
Chorus
G7
Aye. Yim tza tza ya - li - ya, Yim tza tza ya - li - ya. Come to me my part - ner, let us
dance. Aye, Yim tza tza ya - li - ya, Yim tza tza ya - li - ya. Come to me, my part - ner, let us dance
C7

There's a Little Wheel*

Spiritual


Steadily
C
G7
F
There's a lit - tle wheel a - turn - ing in my heart. There's a lit - tle wheel a - turn - ing in my heart.
Oh, I feel so ve - ry hap - py in my heart. Oh, I feel so ve - ry hap - py in my heart.
Chorus
In my heart. In my heart.
There's a lit - tle wheel a - turn - ing in my heart.
Oh, I feel so ve - ry hap - py in my heart.

We've put down some of our make-up verses. Can you think of any more?

Children's "make-up" verses
1 *There's a little cat a-running down my stairs*
2 *There's a little stamp a-pasted in my book*
3 *There's a little piano playing in my room . . .*
4 *There are happy little children in my life . . . . . .*

---

* Plymouth Music Co., 170 NE 33rd St., Fort Lauderdale, FL 33334.

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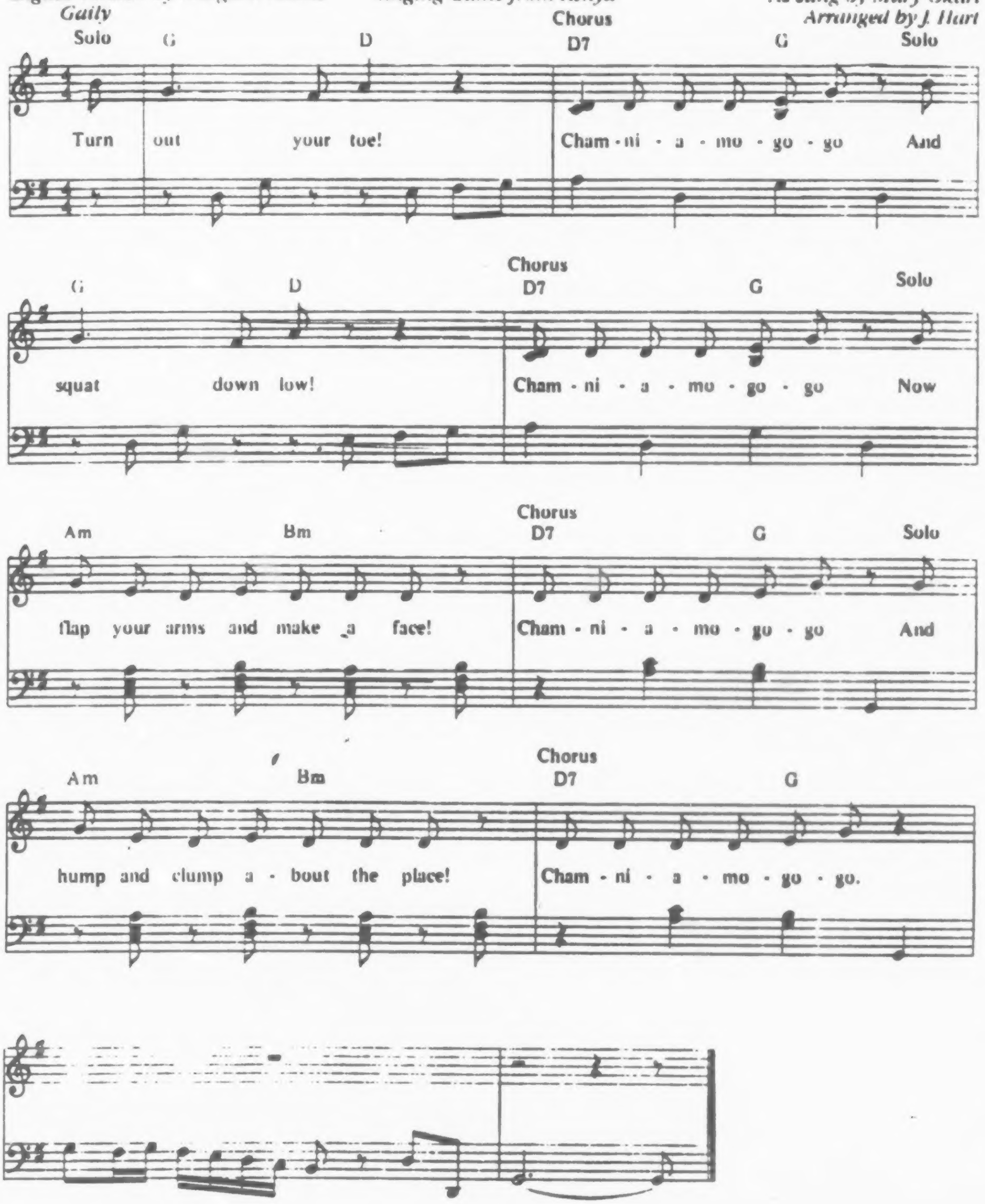
GoGo*

English version by Margaret Marks *Singing Game from Kenya* *As sung by Mary Okari*
Arranged by J. Hart


Gaily
Solo
G
D
Chorus
D7
G
Solo
Turn out your toe!
Cham - ni - a - mo - go - go And
squat down low!
Cham - ni - a - mo - go - go Now
Am
Bm
flap your arms and make a face!
Cham - ni - a - mo - go - go And
hump and clump a - bout the place!
Cham - ni - a - mo - go - go.

---

* Adapted from: *Singing Bee*, by Jene Hart (Lothrop, Lee & Shepard Books, 105 Madison Ave, NY, NY 10016) 1982

Con Las Manos/with the Hands

Spanish

Con las manos	
Aplaudo, aplaudo, aplaudo	(Clap hands three times)
Y ahora las pongo	
En mi regazo	(Fold hands in lap)
With my hands	
I clap, clap, clap	(Clap hands three times)
And now I lay them	
In my lap	(Fold hands in lap)

A Japanese Game[*]

Traditional

Hana, hana, hana, kuchi;
Kuchi, kuchi, kuchi, mimi;
Mimi, mimi, mimi, me.
Nose, nose, nose, mouth;
Mouth, mouth, mouth, ear;
Ear, ear, ear, eye.

Myself[**]

Native American

I have black hair.
I have white teeth.
My hands are brown
    with many fingers.

My feet are brown and strong.
My legs are brown and swift.
I have two eyes.
They show me how things look.

I have two ears.
They bring sounds
    to stay with me
    for a little while.

I have two names,
    a strong name
    for just me to know, but not to use,
and a nickname
    for everyone to use, everyday.

But with all these things
    I still am only
    one little girl.

Isn't that strange?

---

[*] *Rhymes for Learning Times*, T.S. Denison and Company, Inc., Minneapolis, Minnesota, 1983

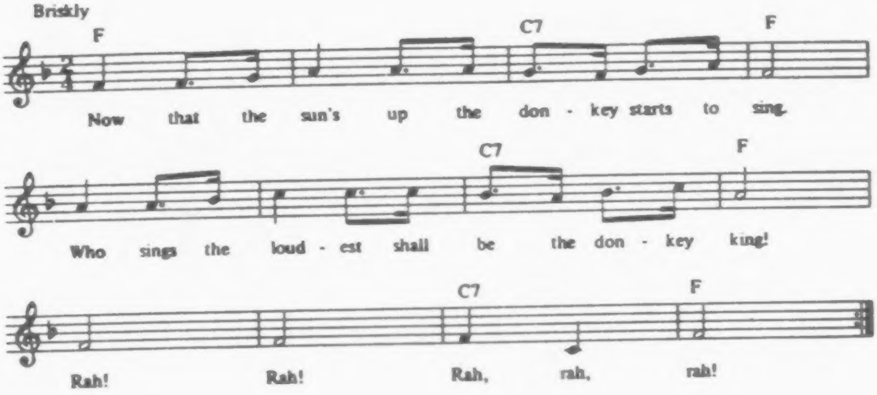
[**] Adapted from: "Navajo Life Series" *Little Herder in Spring, Little Herder in Fall.*, Bureau of Indian Affairs

The Donkey and the Hen*

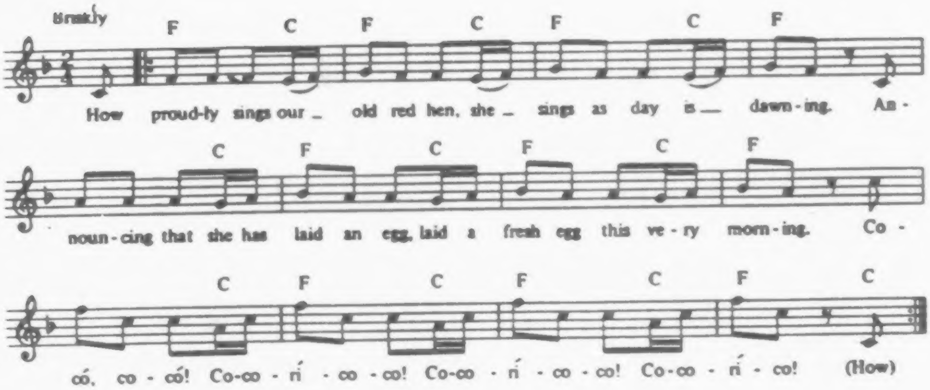
Two Rounds

Italian children enjoy these songs in which they imitate barnyard animals and sing in two groups.

L'Asino (The Donkey)


Briskly
F C7 F
Now that the sun's up the don - key starts to sing.
C7 F
Who sings the loud - est shall be the don - key king!
C7 F
Rah! Rah! Rah, rah, rah!

La Gallina (The Hen)


Briskly
F C F C F C F
How proud-ly sings our _ old red hen, she _ sings as day is _ dawn-ing. An -
C F C F C F
noun-cing that she has laid an egg, laid a fresh egg this ve - ry morn-ing. Co -
C F C F C F C
có, co - có! Co-co - rí - co - co! Co-co - rí - co - co! Co-co - rí - co! (How)

---

* Adapted from: *Wonderful World*, Macmillan Early Skills Program; 1985, Macmillan Educational Company, A Division of Macmillan, Inc.

Little Fox and the Tiger*

A Chinese Folktale

Adapted by Elizabeth McKinnon

One day Little Fox was playing by herself in the forest when suddenly a tiger jumped out from behind a tree.

"Yum, yum," said the tiger. "I'm going to eat you up!"

Little Fox was frightened, but she kept her wits about her. In no time at all she had thought of a plan.

"I'm sorry, Mr. Tiger, but you can't eat me up," she said.

"And why not?" asked the tiger in surprise.

"Because I am very important," said Little Fox. "In fact, I am ruler of this forest. All the other animals are so afraid of me, they run away when I walk by."

The tiger was suspicious. "How can I be sure you are telling the truth?" he asked.

"That's easy," said Little Fox. "You follow behind me as I walk through the forest. Then you will see for yourself how important I am."

So Little Fox started off with the tiger walking behind her.

Soon they came across a deer playing among the trees. When the deer saw Little Fox, he paid no attention to her at all. But when he saw the tiger, he ran off into the bushes, just as Little Fox thought he would.

"You see?" said Little Fox. "That deer is very afraid of me."

Next, Little Fox and the tiger came upon a wolf sitting outside his cave. The wolf paid no attention to Little Fox. But when he saw the tiger walking behind her, he jumped up and ran inside his cave to hide.

"You see?" said Little Fox. "Even that big wolf is afraid of me."

The fox and the tiger continued on their way. Before long they came to a riverbank where a bear was fishing. Usually the bear was not afraid of anybody. He hardly even noticed Little Fox. But when he saw the tiger, he jumped into the river with a big splash and swam away as fast as he could.

"Now do you believe me?" said Little Fox.

The tiger was completely fooled. He bowed down and said, "Forgive me, Little Fox. I had no idea you were so important. From now on I'll never bother you again."

So Little Fox went back to playing in the forest, feeling very pleased with herself for thinking of such a good trick.

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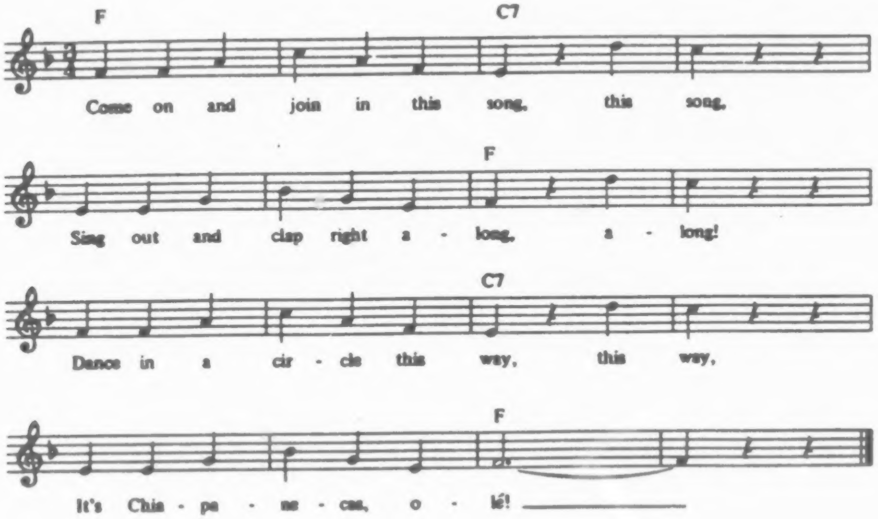
* Teeny-Tiny Folktales, Elizabeth Mckinnon, Warren Publishing House, Inc.

Chiapanecas*

(Clapping Song from Mexico)


F
C7
Come on and join in this song, this song.
F
Sing out and clap right a - long, a - long!
C7
Dance in a cir - cle this way, this way,
F
It's Chia - pa - ne - cas, o - lé!

Rhymes from Puerto Rico

Pon Pon

pon, pon, pon, pon,	Put, put, put, put
el didito en el pilon	your little finger in the pot
aceton a la mesita	Add a little sugar and spice
ay, ay, ay, mi	My, oh my, does it taste nice!

Tortitas

Tortitas, tortitas	Little cakes, little cakes
tortitas de manteca	fat, little butter cakes
para mamita	For mommie,
para mamita	For mommie,
para mamita	For mommie,
que besa y besa,	Who hugs and kisses

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* Adapted from: *Wonderful World,* Macmillan Early Skills Program; 1985, Macmillan Educational Company, A Division of Macmillan, Inc.

SECTION VIII
THE INTERACTIVE TEACHER

"The secret of education is respecting the pupil."
— Ralph Waldo Emerson

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Facilitating Language Development

All young children have distinctive learning styles which focus and shape their classroom behavior. The teacher plays an interactive role to provide activities which support a developmentally appropriate classroom environment.

The interactive teacher acts as a facilitator:

- modeling appropriate language forms
- encouraging language
- asking appropriate questions
- supporting ideas
- clarifying thinking
- extending thinking
- expanding concepts
- giving positive reinforcement
- building children's positive self-concept.

The interactive teacher acts as an interested listener:

- giving children ample time for verbal expression.
- helping children listen to each other.
- using encouraging nonverbal responses (a smile, a nod).
- inviting children to ask their own questions.
- encouraging children to seek their own answers.
- perceiving the children's evolving concepts.

Language development is essential to the intellectual growth of five-year-olds. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process. In order to use language and develop concepts, children need something to talk about. Through a planned curriculum and many stimulating classroom experiences, the teacher encourages children to use language and concepts. The quality of the interactions between teacher and children either nurture this development or inhibit it. The dialogues which follow illustrate how teachers can foster intellectual growth and language development.

Dialogue #1

Speaker	**Language**	**Teacher as Facilitator**
Kevin:	My blocks fell down.	
Teacher:	Why do you think that happened?	- Asking a question to stimulate thinking
Kevin:	I don't know.	
Sandy:	Let's put them up again.	
Teacher:	How do you think you can do it so the blocks won't fall down?	- Extending thinking - Encouraging children to seek their own answers
Teacher	(LATER) I see you put the larger blocks on the bottom this time.	- Supporting ideas - Giving positive reinforcement - Perceiving evolving concepts
Kevin:	It didn't fall down.	
Teacher:	Putting the larger blocks on the bottom helped, didn't it?	- Reinforcing concepts

Dialogue #2

Ellen:	I saw a boat like this at my Uncle Joey's.	- Provided a variety of model boats in classroom to encourage language
Teacher:	How is it like the boat you saw at your Uncle Joey's?	- Asking questions - Clarifying thinking
Ellen:	It's blue and it has these white things on top.	
Ricky:	You mean sails. Those things are sails.	
Teacher:	That is what they are called. They are called sails.	- Giving positive reinforcement - Encouraging specific language

Dialogue #3

Speaker	**Language**	**Teacher as Facilitator**
Juan:	I went to the circus!	- Listening
Teacher:	Nods, smiles, looks interested.	- Expressing interest facially (nonverbal responses)
Juan:	The elephant was funny! He got up on two legs and he almost walked. He kept moving his head up and down.	- Listening to child's complete statement
Teacher:	When you talked about the elephant, Juan, you made a picture with your words because you described him so well. I know just what that elephant looked like. I'm glad you shared that with us.	- Encouraging descriptive language by giving specific feedback - Expanding concepts by defining descriptive language - Building child's positive self-concept

Dialogue #4

Janine:	I don't got no juice.	- Listening
Teacher:	I don't have any juice either. Kevin, would you please bring some juice to Janine and me?	- Modeling appropriate language forms
Aldo:	I got me a sandwich.	- Listening
Rosa:	Mine's twinkies. I don't like no sandwich.	- Listening
Teacher	I have a sandwich. I don't like sweet foods for snacks. I like crackers though.	- Modeling appropriate language forms

Dialogue #5

Andrea Pack,[*] interested in the children's awareness of the intensity of daylight because of the snow's reflective properties, reports the following discussion:

Speaker	**Language**	**Teacher as Facilitator**
Teacher:	How did your eyes feel in all that brightness?	- Asking a question that elicits many possible answers
Gloria:	Cold.	
Eddie:	Hot.	
Louis:	Sunny! My eyes felt sunny... it got in my eyes. I couldn't see. The sun was in my eyes.	
Eddie:	It burned — because I couldn't look up. The sun was in my eyes.	
Randy:	I felt happy because it looked sunny.	- Allowing time for diverse responses
Eddie:	I'm thinking about food to eat.	
Teacher:	Food to eat...humm.	- Supporting ideas
		- Perceiving children evolving concepts
Pedro:	I know...sunny over eggs.	- Listening
Kayla:	The eggs are sunny...looks like the sun.	
Teacher:	What color is an egg?	- Encouraging children to seek their own answers
Gloria:	White..no, yellow.	- Using encouraging nonverbal
Eddie:	Yellow and white.	responses
Louis:	Only white if the shell is on.	- Listening
Eddie:	Without the shell, yellow and white.	- Giving children time for verbal expression
Gloria:	White and yellow...outside is white and inside is yellow.	
Teacher:	What part of the egg looks like the sun?	- Supporting ideas - Clarifying thinking
Eddie:	The round part.	
Enrique:	The yolk.	

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[*] Pack, Andrea L., "From the Known to the Unknown; Imagery and Metaphor in Child Language" Unpublished paper, New York University, 1978.

As the dialogues illustrate, the interactive teacher skillfully uses appropriate comments and questions to validate, reinforce, and extend the children's thought processes. Some other examples[*] of this technique include:

- Describing what children are doing: "I see you have used all the square blocks today." Or, "You mixed the blue and yellow paint together, and look what you made — green!" Or, "I see you're having trouble getting that wet sand to go through the funnel."
- Asking children to describe what they are doing: "You've been working in the Block Center a long time today. Tell me about the building you've made." Or, "You really seem to like the shells we collected. Tell me all you learned about them."
- Asking questions that invite children to examine their own work and look for new possibilities: "Your car is a long way from the gas station. What will happen if it runs out of gas?" Or, "That play dough looks very sticky today. What could you add to it to make it work better?"
- Asking questions that encourage children to put together their information in order to arrive at an answer: "Which of these bottle caps is the same as the one you put in the cup? How is it the same?" Or, "What do you think will happen if we hang all the dress-up clothes on one hanger?"
- Asking questions that help children look for many possible ideas or solutions to problems: "What are some different ways we can use play dough in the Housekeeping Center?" Or, "What might happen if we all tried to climb to the top of the jungle gym?"
- Asking questions that encourage children to explore their feelings and emotions: "I think you're happy with the mobile you made. Tell me what you like best about it." Or, "How do you think Ira feels about sleeping overnight at his friend's house?"

Using these techniques successfully requires careful observation. The observation process enables the teacher to encourage children to expand their thinking and to take the next step forward in their development.

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[*] The Creative Curriculum for Early Childhood, Diane Trister Dodge, Teaching Strategies, Inc., p. 28 (Washington D.C. 1989).

Expanding Perspectives

As the world moves forward into the twenty-first century, educators face the challenge of teaching in a multicultural world. In various ways and at various levels of complexity, children are aware of racial, cultural, and linguistic differences. Young children have lively minds and ask many questions. They are constantly seeking the knowledge, skills, and attitudes needed to think independently and internalize values. Part of the teacher's responsibility involves helping the young child recognize and appreciate the unique characteristics and contributions of the many cultural groups which define our society. As teachers interact with children throughout the day, they utilize every opportunity to extend the multicultural perspective. The dialogues that follow illustrate this approach:

Dialogue #I

Teacher: Can you guess what this book is about?

Robert: I know! I know! I can tell by the picture it's about a cat.

Maria: Gato! Gato!

Robert responds to the teacher's question in English. Maria is a child who is just beginning to speak English. She recognizes the picture of the cat and is eager to respond. She responds with the word for "cat" in her native language.

Teacher: Robert and Maria both know the story is going to be about a cat. Robert is telling us in English and Maria is telling us in Spanish.

The teacher acknowledges the responses from both children. The teacher clarifies that different words may represent the same thing. As a follow-up activity, teacher and class may develop a pictorial chart listing common words and phrases in several languages. In this way, the teacher will reinforce the concept that it is valuable to know different ways to speak.

Dialogue #II

It is work time in the kindergarten. Children are settling into various activities. Two children are working with drawing paper and crayons; another child stands to the side. The two children will not permit him to join them in the art corner.

Teacher: You're really working hard here. Can Antonio and I work with you?

Rafael: You could work with us but not Antonio. I don't like him. He's different.

Nancy: I don't like Antonio either. He looks funny. He doesn't look like everybody else.

Teacher: Rafael looks like Rafael, Nancy looks like Nancy, and Antonio looks like Antonio. Antonio has some good ideas about drawing.

The teacher shows acceptance of the children's reasons. The teacher identifies Antonio's skills and reinforces his value as a playmate.

Antonio: I know how to make a dinosaur. I always make dinosaurs.

Teacher: Let's see what kind of dinosaur Antonio can make.

Rafael: I like to make dinosaurs too.

Nancy: Me, too!

Rafael and Nancy recognize that they share a common interest with Antonio and that they can work and play together. As a follow-up activity, the teacher may have the children share their drawings with the entire class.

Dialogue #III

It is snack time in the kindergarten. The teacher and a group of children have used a recipe brought in by Sammy. They have prepared a new kind of food.

Teacher: Today, we're going to taste something new. It's something Sammy likes to eat. Tell us about it, Sammy.

Sammy: This is something I like to eat at home. It's sort of like a salad but it tastes better. It's called tabouli.

Keisha: Tabouli! I never heard of that. I'm not going to eat it. It sounds yucky!

Teacher: Keisha, do you remember the special snack we had last week? It was Belinda's recipe.

Keisha: Sure, I do. It was good. Belinda shared sweet potato pie with us. I really liked it.

Teacher: I remember you didn't want to try that either. But you did and you liked it. Maybe someday you can bring a recipe for us to try. Now let's try tabouli.

The teacher stimulates Keisha's thinking and reinforces the concept that people can enjoy many different kinds of food. As a follow-up activity, the teacher may wish to invite members of the children's families to speak to the class and to serve as resources for various cultures.

These dialogues are included to demonstrate the many ways in which a teacher may have an impact on a child's thinking and behavior. Teachers play an important role in the life of the young child. For many young children, the teacher is often the first significant adult outside of the immediate family with whom the child develops a trusting relationship. The interactive teacher becomes a role model, one whose opinions are valued and whose behavior is emulated by the young child.

SECTION IX
THE THEMATIC APPROACH

"The art of teaching is the art of assisting discovery."
— Mark Van Doren

SUPER MARKET

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Theme Planning and Development

Kindergarten children come to school with a wide range of values, feelings, attitudes, and interests. Young children build their personal and cultural identities within their families and communities. The teacher extends and enhances these life experiences by planning activities which are developmentally and individually appropriate. The thematic or project approach provides children with many opportunities to engage in diverse and varied activities based upon these early learnings.

Using a multicultural perspective, the teacher serves as orchestrator of the environment, nurturing dispositions for learning while encouraging children to explore materials and ideas. The teacher gathers background material, plans activities, and develops tasks to meet the needs of the emerging curriculum. Children are active learners, processing information as they use their senses to find out about materials and ideas in a cooperative manner. The emerging curriculum emphasizes an interactive process as teachers guide children through self-inititated and self-directed activities. The teacher is sensitive to the different thinking levels, cultural backgrounds, languages, and learning styles represented by the children in the classroom.

The thematic approach integrates content under broad-based topics. The flow chart included in this section illustrates how themes and learning experiences may be extended to all areas of the curriculum.

Emerging Themes

The teacher selects themes which reflect children's interests, languages, and cultures, while emphasizing the interdependence of peoples and communities all over the world. In order to plan effectively, the teacher observes and listens to children as they work/play throughout the day. Discoveries made during exploration of the learning environment by one group of children can be shared with the others in the class. A favorite object brought to school by a child may become a catalyst for developing class interest in a theme.

When choosing themes, the teacher considers:

- Which cultures do the children represent?
- What are the children's interests?
- What do they already know?
- How can I best meet their needs?

While planning themes, attention is given to the following:

- Are the activities and materials age/developmentally appropriate, and do they incorporate diverse cultures and languages?
- Do the activities encourage interaction among children?
- Are positive social attitudes/values emphasized?
- Are curriculum objectives being met?
- Are provisions made for individual, small group, and cooperative learning?

When introducing themes, the teacher may:

- Display related books, pictures, or objects.
- Read aloud informational books, stories, articles, poems.
- Show a video or filmstrip.
- Play a record or song.
- Plan a trip as a launching activity.
- Invite resource people to the classroom.
- Collect theme materials.
- Brainstorm/discuss theme at group meetings.
- Record children's responses on a chart.
- Have children generate a list of questions (What We Want To Find Out).
- Develop theme-related projects and activities.
- Set up learning and interest centers related to the theme.

Themes vary in duration. Some may be ongoing throughout the school year, while others may last only one or two weeks. Length of time depends on children's interest, involvement, and the scope and breadth of the topic chosen. The theme ALL ABOUT ME presented in this manual is intended to illustrate a plan for teaching with a multicultural perspective. The suggested Learning Experiences include:

- My Feelings
- My Body
- My Senses
- My Family
- My Community

Each Learning Experience begins with general Concepts and suggested Preliminary Activities. Related Vocabulary words follow, along with recommended Theme Materials for Learning Centers. All materials selected should reflect the diverse cultures and languages of the children. Activities/Procedures are provided in each Content Area to implement the theme appropriately. The content areas of each Learning Experience are presented in a sequence which allows the activities to build upon and complement one another. Opportunities for Increasing Multicultural Awareness are presented with the activities. Each such recommendation is followed by several teacher-questions which have been designed to encourage thinking and discussion. Culminating/Assessment Activities and Follow-Up/Homework experiences which involve parents are described at the conclusion of each Learning Experience.

Language Emphasis for Second Language Learners

Each Learning Experience in this manual includes a component called Language Emphasis for the LEP Child. It comprises representative language structures, vocabulary, and concepts which limited English proficient (LEP) children should acquire in order to participate meaningfully in the basic kindergarten instructional program. These elements should be developed and extended through a variety of activities which use concrete materials and emphasize a multisensory approach.

Each language emphasis section has the following parts:

- Following Directions
- Receptive
- Productive

Following Directions refers to the instructions that LEP youngsters must understand in order to become actively involved with other children in the activities outlined in each learning experience. These instructions are an integral component of receptive language.

Receptive refers to the language the teacher must use and the children must understand in order to engage in the activities. It is important to keep this language clear, simple, and consistent.

Productive refers to the language the children should be encouraged to use during the learning activities. These model full-sentence responses correspond to the questions suggested as prompts under Receptive. Alternative responses, including nonverbal communication and one-word utterances, are acceptable at the initial stages of language learning. Language should be as contextualized and natural as possible.

Children will develop fluency and gain confidence in their ability to use the new language with additional reinforcement and further practice, as provided for in the sample ESL Extended Lessons as the conclusion of each Learning Experience. The teacher should not expect immediate mastery of the grammatical structures of English since errors are a natural part of the language acquisition process. The focus of instruction should be on fostering communicative competence (function) rather than overemphasis on perfected linguistic competence (form).

Teachers are advised to refer to *Bilingual Education/English as a Second Language* for a detailed presentation of various ESL instructional strategies for LEP students.

Theme Selection: All About Me

All About Me is an appropriate beginning theme for children entering school for the first time, as well as for those with preschool experience. Respect for other groups will develop through understanding one's own background and culture more fully. A good feeling about oneself is a prerequisite to learning. Self esteem is enhanced when children find out about their unique characteristics, including their own special health and safety needs.

Kindergarten children bring to school their collective unique experiences with culture, language, families, friends, and their own individuality. Planned activities which build on these understandings help children develop academic skills and social values related to the multicultural dimensions of today's world.

All About Me focuses on each child's special characteristics, as well as upon similarities to others in the class. Content that is personally relevant provides many opportunities for children to explore and interact with the environment as they make choices, participate in planning the emerging curriculum, and share the diverse gifts of their own particular social, linguistic, and cultural heritages.

Broad-Based Goals

- To understand that each child has a cultural and linguistic heritage which may be shared with others.
- To develop an awareness of one's feelings towards self and others.
- To recognize that there is a rich diversity in the human family.
- To realize that each person is unique and important.
- To recognize that we change by growing and learning about ourselves and others.

Flowchart for the Theme

All About Me

COMMUNICATION ARTS

SPEAKING
- using new words and expressions:
  - in own/other languages
  - reflecting own/other cultures
- taking part in class discussions
- dictating stories
- asking questions
- engaging in dramatic play (puppets, role playing)
- interviewing; reciting poems and fingerplays
- identifying sounds

BEGINNING READING/WRITING
- creating family books
- contributing to cooperative experience charts
- developing skills and concepts in the library/listening center
- making a scrapbook of community workers
- creating big books
- recognizing names
- identifying sound/symbol relationships

LISTENING
- hearing new words and expressions:
  - in own/other languages
  - reflecting own/other cultures
- enjoying stories, poems from other cultures
- following directions
- identifying sounds in the environment

COOKING/SCIENCE

SCIENCE
- drawing inferences and making generalizations
- discovering with our senses
- creating shadows
- recognizing sounds in the environment
- creating a texture book

COOKING
- observing, learning names of foods from different cultures
- comparing food shapes, tastes, textures
- following directions
- changing properties of foods
- tasting different kinds of foods

MATHEMATICS

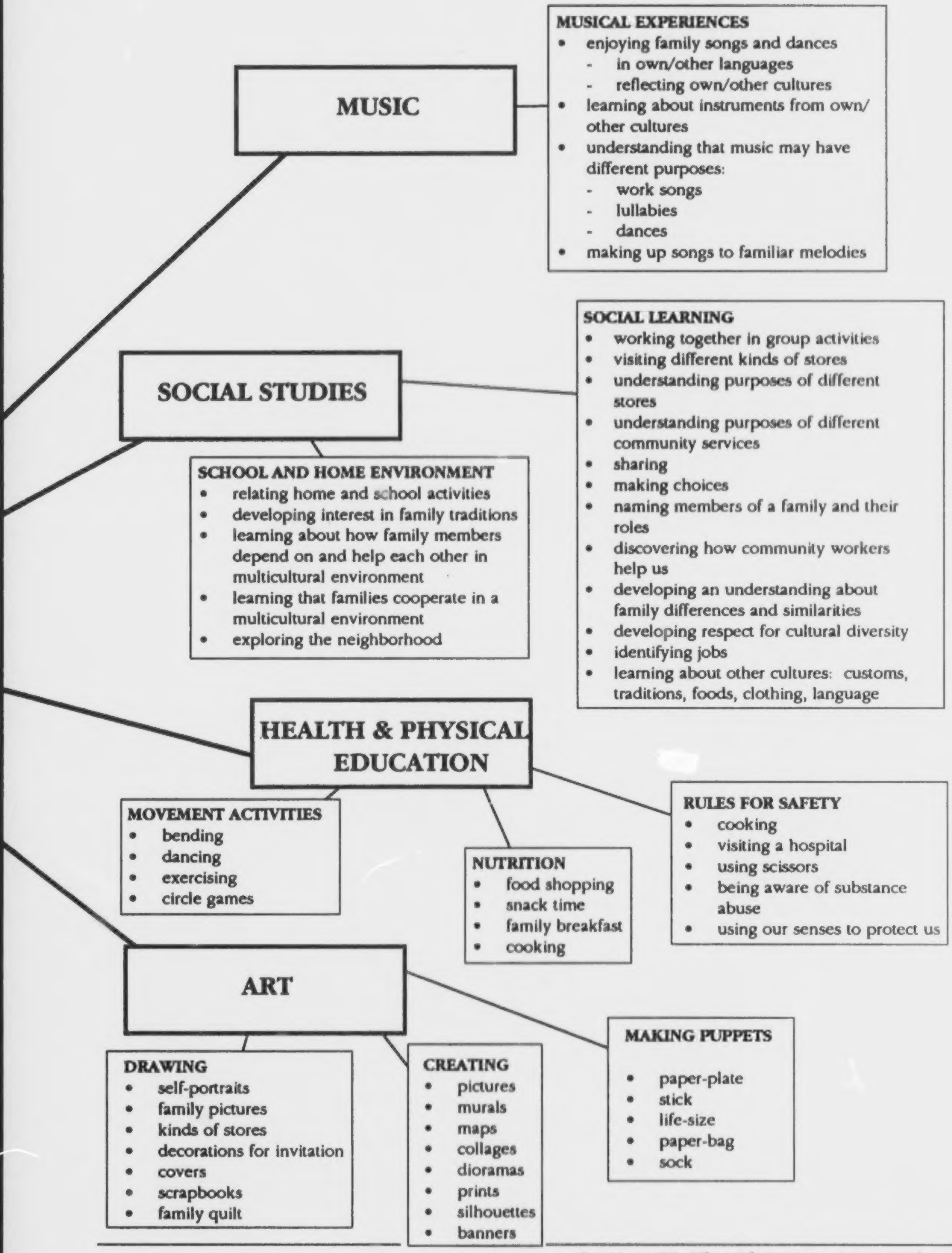
COUNTING
- foods
- stores
- utensils
- family members
- children
- homes
- physical attributes
- letters in names

SIZE AND SHAPE
- classifying
- weighing and measuring
- seeing likenesses and differences; comparing

SPATIAL RELATIONSHIPS
- block building
- observing the location of stores, buildings, people on neighborhood walk
- constructing a community
- patterning
- estimating

ONE TO ONE CORRESPONDENCE
- matching
- setting the table
- distributing food, cups, napkins, plates
- graphing

NUMBER NAMES
- personal data
- age
- recognition of numerals
- addresses



MUSIC

MUSICAL EXPERIENCES
- enjoying family songs and dances
  - in own/other languages
  - reflecting own/other cultures
- learning about instruments from own/other cultures
- understanding that music may have different purposes:
  - work songs
  - lullabies
  - dances
- making up songs to familiar melodies

SOCIAL STUDIES

SOCIAL LEARNING
- working together in group activities
- visiting different kinds of stores
- understanding purposes of different stores
- understanding purposes of different community services
- sharing
- making choices
- naming members of a family and their roles
- discovering how community workers help us
- developing an understanding about family differences and similarities
- developing respect for cultural diversity
- identifying jobs
- learning about other cultures: customs, traditions, foods, clothing, language

SCHOOL AND HOME ENVIRONMENT
- relating home and school activities
- developing interest in family traditions
- learning about how family members depend on and help each other in multicultural environment
- learning that families cooperate in a multicultural environment
- exploring the neighborhood

HEALTH & PHYSICAL EDUCATION

MOVEMENT ACTIVITIES
- bending
- dancing
- exercising
- circle games

NUTRITION
- food shopping
- snack time
- family breakfast
- cooking

RULES FOR SAFETY
- cooking
- visiting a hospital
- using scissors
- being aware of substance abuse
- using our senses to protect us

ART

DRAWING
- self-portraits
- family pictures
- kinds of stores
- decorations for invitation
- covers
- scrapbooks
- family quilt

CREATING
- pictures
- murals
- maps
- collages
- dioramas
- prints
- silhouettes
- banners

MAKING PUPPETS
- paper-plate
- stick
- life-size
- paper-bag
- sock

Theme: All About Me

Learning Experience I: My Feelings

Concepts:

- All people have feelings.
- Feelings can be shared.
- Feelings can be expressed in many ways.
- We can learn to respect other people's feelings.

Preliminary Activities

- Read "Will I Have A Friend?" by Miriam Cohen (New York: Macmillan, 1976).
- Discuss the different feelings children may have and the occasions on which they feel these emotions.

Related Vocabulary:

sad, angry, happy, scared, share, lullaby, folksongs, feelings, emotions, together, special needs, comfort

Theme Materials for Learning Centers:

- pictures of many kinds of people showing different emotions
- books that deal with children's feelings
- supplies for making puppets (such as paper plates, socks, tongue depressors or sticks)

Content Area	Activity/Procedure	Opportunities for Increasing Multicultural Awareness:
Social Studies	Sharing feelings about first days in kindergarten. Invite children to express their expectations and feelings about being in kindergarten on the first days. Share feelings about separation from family, making friends, being part of a large group, having ones own language understood, receiving attention to physical needs and returning home safely.	When children share their feelings they notice variety in appearance, emotions, and needs. This is a good opportunity for the teacher to help children develop positive feelings toward one another. Teacher talks about ways to develop friendships. — If you do not understand another child's language, how can you still be friendly? (smile, share food, play a game, hold another's hand, build with blocks, paint or dance together)

Continues on following page.

Learning Experience I: Continued

Content Area	**Activity/Procedure**	**Opportunities for Increasing Multicultural Awareness:**
Art	"Reading" emotions from pictures. Display pictures of such diverse groups as the very young, the very old (and all those in between); the handicapped as well as the able-bodied; men and women in a variety of occupations; individuals representing many ethnicities and cultures. These pictures should show sadness, joy, surprise, anger. Elicit what experiences may have evoked such feelings.	Teacher develops understandings with children that feelings are universal and that all kinds of people experience the same emotions. Children will realize that crying is an acceptable way to express feelings. There are times when boys and girls, men and women, the young and the old of every culture may feel the need to cry. People can learn how to comfort one another. — How do you think the person in this picture feels? — Why do you think the person feels this way? — Have you ever felt this way? Can you tell us why? — If someone cries, what might a friend do to comfort that person? How is a baby comforted when it cries?
Music	Singing about feelings. Teach the song "If You're Happy and You Know It" (see Appendix). The verses may be changed to include a variety of emotions such as: If you're sad....cry "boo hoo." If you're angry....grit your teeth. If you're scared....shake all over. If you're lonely...find a friend. If you're moody...try to laugh.	The universal language of music enables children to be part of a group while beginning to understand values of a larger society. Children will share familiar and unfamiliar traditions, languages, customs, and cultural expressions through music. — Can you describe how the music made you feel? — How does the music make us feel that way? Understanding that music can evoke emotions. Play records or tapes that create various moods (such as folksongs, lullabies, work songs, marches, and dance music) and which reflect various cultures and languages.

Continues on following page.

Learning Experience I: Continued

Communication Arts	Respecting people with special needs such as those with physical or emotional handicaps. Invite a person with special needs to visit the classroom. Prepare the children for the visit by talking about the specific needs of the visitor and ways of making visitors feel comfortable. Develop with the children a list of questions to ask the visitor. After the visit discuss what the children have learned.	Children's stereotypical images of people with special needs can be changed when they share an experience and learn more about how a person with a special need may be different in one respect, but similar in many others. — Can people with special needs share the same activities? — How are people with special needs the same as we are? How are they different?
	Sharing emotions through puppets. Children use puppets to role play familiar situations which elicit emotions. The teacher can assist in identifying such situations as: • losing one's coat • making new friends • receiving a gift • getting lost	When children use puppets, they are freed to express personal emotions. Children will realize that all people share similar emotions. — What made your puppet feel happy/sad/angry? — How can you help your puppet to feel different?

Culminating/Assessment Activities

Read aloud stories about characters whose feelings and perceptions change during the tale, such as "Goldilocks and the Three Bears," "Three Billy Goats Gruff," "Hansel and Gretel." Before reading the story, explain that you will stop at different times and ask the children how they think the characters are feeling at that specific time.

After completing the story, ask how it might have been changed so that a particular character could experience a different emotion. "How could the story be changed so that Goldilocks would have been happy when the story ended?"

Teach the song "My Special Friend" (see Appendix) to show multicultural friendship.

Homework/Follow-up Activities

Interview an adult in the family to learn about an experience that evoked strong emotions, or included a friend or relative with special needs. Children will share their stories with classmates. Children may notice common elements among the stories.

Language Emphasis for the LEP Child

Following Directions:

- Show me a happy face.
- Sit down and make a sad face.
- Stand up and make a scary face.

Receptive:

feelings, sad, happy, angry, scary

- Who likes to make scary faces?
- Who likes to make happy faces?
- What face do you like to make?
- What face does he/she like to make?
- Does he/she like to make sad faces?
- How many children like to make happy faces?

Productive:

- I like to make faces.
- He/she likes to make faces.
- Yes, I do. She/he does.
- No, I don't. She/he doesn't.

ESL Extended Lesson for Learning Experience 1 - My Feelings

Cognitive Aim: To understand emotional needs, responsibility.

Linguistic Aim: To express feelings, describe relationships, describe things.

Motivation: Read and discuss story, I Was So Angry!, by Norma Simon (Chicago: Albert Whitman and Co., 1974).

Materials: Pictures of faces expressing different emotions.

Procedure:

- Show pictures. Ask: "How does this person feel? How do you know?"
- Elicit responses of: "He/she feels sad, happy, scared, etc."
- Ask, "How would you feel if you lost your coat?" (I'd feel sad.)
  - — Why should we put our toys away? (To help each other.)
  - — What action can you do to help your mother? (Dry the dishes.)
- Ask children to share personal stories of things that make them feel sad/scared/happy.
- Discuss how we can help one another.

Follow-up:

Develop an experience chart on feelings. Develop a list of things children can do to help (a) in school (b) at home.

Learning Experience II: My Body

Concepts:

- Each of us is unique.
- There are physical similarities and differences among people
- Our bodies are made of many parts.
- People's bodies grow and change.

Preliminary Activities

- Read book *My Hands* by Aliki (New York: Harper and Row, 1962). Discuss how all people have similar body parts which may vary in color, shape, and size.
- Take photographs of children in the class or ask children to bring in photographs from home. Display photos on a bulletin board; leave room to add personal information like height, weight, name, eye color, birthday.

Related Vocabulary:

ears, eyes, nose, hair, measure, alike, different, same as, magnifying glass, silhouette, examine, communicate, whorls, attributes, features

Theme Materials for Learning Centers:

Magnifying glass, mirrors, twine, tape measures, stamp pads, flashlight, scale

Content Area	Activity/Procedure	Opportunities for Increasing Multicultural Awareness:
Art	Creating life-sized paper figures. Teacher or other adult traces each child's body outline on a doubled piece of kraft paper. Children color, paint, and decorate each life-sized figure. Adult assists children to punch holes around edges, stuff, and sew through holes with plastic needles and yarn. Display figures around room.	Through group and teacher-child discussions, children will have opportunities to observe and describe the similarities and differences in their physical attributes.

Continues on following page.

Learning Experience II: Continued

Art continued	Making prints of fingers, hands, feet. A brush or mini-roller may be used to apply thinned tempera paint to children's fingers, hands, or feet. Make prints on paper. Keep water and paper towels on hand for clean-up. A stamp pad may also be used for fingerprints, which can be examined with a magnifying glass. Ask children to look for circles, lines and whorls. Children can compare their prints with others'.	Teacher expands children's awareness that although everyone has fingerprints, upon closer examination each one is unique in its patterns. — What can you tell us about your print? — What patterns do you see?
Mathematics	Classify children according to a single physical attribute such as eyecolor, hair color, or number of teeth missing. Encourage children to develop categories for one physical attribute such as eye color. Children can use safety mirrors to help them decide their own eye colors. Teacher will have prepared eye-color picture symbols in advance. Teacher and children create an eye color graph using colored stick-on circles in appropriate vertical columns. Children select colored circles that match their own eye color and place them in the appropriate spaces on the graph. This activity may be extended to other physical characteristics.	As children select eye-color circles to complete the graph they develop awareness that all people are alike and different in varying ways, and that they share many common attributes. — Which group has the most/fewest children? — Are any groups the same? — How can you tell?
	Measuring a single body part. Children work in pairs to measure a specific part of their bodies, such as an arm, leg, or waist. Children use twine or ribbon. After measuring, teacher wraps a 3-inch length of masking tape around the top of twine and writes child's name on it. Teacher hangs twines vertically in a row from a fixed point. Children compare lengths of twine to see likenesses and differences.	The comparisons children make will indicate that their bodies grow and change at individual rates. — How can we compare the pieces of twine? — What did we find out?

Continues on following page.

Learning Experience II: Continued

Science	Creating shadow silhouettes. Shine flashlight on various objects in the room to introduce how shadows are made. Darken room. Focus light from a filmstrip projector on individual children. Teacher can trace profiles of children on black paper using chalk, then cut out and mount. These silhouettes can be displayed around the room to encourage conversation and comparison.	Teacher fosters children's positive feelings about themselves as they recognize each other's profiles in silhouette. — Can you recognize a friend? — How did you recognize your friend from the shadow silhouette?
Communication Arts	Composing a class Big Book, "How We Use Our Bodies." Teacher and children select a particular part of the body such as hands. Teacher and children brainstorm "Hands Are For..." (see Appendix for description of "brainstorming" activity). Teacher records ideas on chart paper. Children will illustrate their own contributions. Repeat procedure with other parts of the body. Tape chart paper together to create a Big Book.	Teacher helps children to understand how to use different parts of the body to communicate feelings, such as handshakes, hugs, signals, handclapping, and other expressions of emotion. — What are some different ways we can say hello and goodbye with our hands? — Can all of our hands do the same things together? Let's try some of them. (Teacher introduces activities such as clapping and waving hands; wiggling fingers.)
	Using hands to teach fingerplays and sign language. Children sit in a circle. Have pairs of children count each other's fingers. Discuss how many fingers children have. Teach the fingerplay "Ten Fingers." (See Appendix.) This activity may be extended to include additional fingerplays.	Children will learn to appreciate language and rhythm patterns through fingerplays taught in own/other languages. (See A Multicultural Sampler.) Some examples of ASL (American Sign Language) can be taught to the children such as "goodbye," "hello," "I," "me," "you," "sorry," "Thank you," and "love." Children will also understand that signing is a different kind of communication. — Can your hands and fingers help you tell a story? — What can you say in sign language?

Continues on following page.

Learning Experience II: Continued

Music/ Movement	Communicating with our bodies. Teacher selects a record with dance music and words (for example, "Hansel and Gretel"; see Appendix). Teacher reviews words and movements with the children. Children form a circle or choose partners in order to perform the dance. Children change partners and repeat the dance.	Teacher helps children understand how music and dance can help them to extend warm feelings and friendship to children from their own cultures as well as those from different backgrounds. — What messages can be communicated through dance? — Can you dance a happy/sad/angry message?
	Exploring how the body bends at specific places. Children practice "bending" at joints mentioned by the teacher, such as the knuckle, wrist, shoulder, neck, hip, knee, or ankle.	Teacher helps children to understand that movement is common to people of all cultures. — Can you name which parts of your body you can bend? — How would we move our bodies if we didn't have joints or bending places? Let's move and find out. (Children will be encouraged to move stiffly and awkwardly, without "bending" places.)
	Use the rhyme "Bending Places" (see Appendix) to further illustrate how our joints move. Where appropriate, encourage children to translate the rhyme into their native language, or to add original verses. Through large and small group discussions, children will have opportunities to observe and describe the similarities and differences in their physical attributes.	

Culminating/Assessment Activities

Make figures that move at the joints using oaktag and brass fasteners. An adult can assist children in cutting and assembling the figures. Children paint and decorate their own figures. They will be able to name the joints such as neck, elbow, wrist, knee, ankle, waist, and different parts of the body as they are moved.

The teacher can make a large movable figure for the front of the room to use for the game version of Follow the Leader using the large figure as the leader while children imitate the movements using their own bodies.

Homework/Follow-up Activities

Children can ask the adults in their families to trace their hands and feet or make footprints, handprints, and/or thumbprints to be brought to school for sharing and comparison.

Language Emphasis for the LEP Child

Following Directions:

- Make a circle with your hands.
- Bend your arm(s).
- Lift your (left/right) foot
- Walk around the chair.
- Make a bow.
- Wiggle your fingers.

Receptive:

arm, leg, waist, fingers, bend, lift, walk, wiggle, circle, bow

- Is that your (*arm, leg, waist, etc.*)?
- Did you (*bend, lift, walk*)?
- Can you (*bow, make a circle*)?

Productive:

- Yes, I made a (*bow, circle*).
- Yes, I can walk (*around the chair, etc.*).
- No, I didn't (*make a bow, bend my arm*).
- Yes, I did (*make a circle, wiggle my fingers*).

ESL Extended Lesson for Learning Experience II - My Body

Cognitive Aim: To name and locate parts of the body (head, shoulder, back, hand, knee, lap) through a chant.

Linguistic Aim: To develop proper use of possessive pronouns.

Motivation: Say, "Today we're going to learn a song using six parts of our body. We will also use our paper-plate hats to act out the song."

Materials: paper-plate hats

Procedure:

- Direct children to place hats on their chairs.
- Teacher/Children: "Neat Officer Spat lost his hat." (Children walk around and pretend to look for a hat.)
- Teacher/Children: "He couldn't find it anywhere, his nice old hat." (Children walk around the room slowly.)
- "He walked down High Street and everybody said..."
- "Silly Officer Spat! You've got it on your (head, back, shoulder, hand, knee, lap)." (Children place hats on part of the body indicated by the teacher and continue with song.)

Follow-Up:

- Reinforce parts of the body through the following patterns:

  Teacher: Where is my hat?
  Child: Your hat is on your head.
  Teacher: Is that your hat?
  Child: Yes, it's mine.
  Teacher: Where is your hat?
  Child: My hat is on my (lap, head, etc.).

Chant from: ***Reach Out - Who? Level One***, Joan Donnelly, (New York: Macmillan Publishing Co., Inc. 1982).

Learning Experience III: My Senses

Concepts:

- Our senses help us to learn.
- Each of our senses has a special function.
- Our senses are interrelated.
- Our senses help protect us.

Preliminary Activity

- Introduce song "I've Got Two," by Jeffrey Moss and Joe Raposo (see Appendix). Demonstrate the appropriate motions as each verse is sung.
- Magic Bag - Decorate a brown paper bag. Fill it with objects which may be identified through the senses, (without using the sense of sight) such as bits of sponge, old keys, a baby's rattle, a wrapped piece of bubble gum, a balloon, or lemon wedges. Ask the children to use their senses to identify the objects they select from the bag. The following verse may be used during this activity:

  Smell it, Shake it

  Feel it, Hear it

  Guess what's in the Magic Bag.

After each child has named the object chosen, ask what sense was used to make the identification. Prepare charts for the four senses used by the children. List the names of the objects named on the chart showing the sense or senses which helped identify them.

Related Vocabulary:

nose, ears, eyes, touch, taste, texture, salty, rough, safe, healthy, protect, estimate, pattern

Theme Materials for Learning Centers:

Paper cups, straws, textured materials, paper, glue, string, twine, puppets

Content Area	**Activity/Procedure**	**Opportunities for Increasing Multicultural Awareness**
Science	Identifying sounds frequently heard in the kindergarten environment. Play "Guess What Makes the Sound." Children close their eyes as individuals are selected to turn the pencil sharpener, sweep with a broom, crumple paper, hammer a peg, turn on the water faucet, clap hands. Children try to identify the sound. The activity is then repeated in full view of the children.	Teacher helps children understand that sounds may be specific to a culture or universal in nature. Children are encouraged to share special sounds from their homes and family environments. — What sound did you just hear? — Do you know any sounds that are like this one?
	Tasting different fruit juices to identify flavors. Prepare paper cups with small amounts of pure fruit juice - two for each child (e.g., apple, orange, papaya, pineapple, mango). Cover each cup with foil. Working in small groups, have children sip through inserted straws and identify the flavors. (Use individual cups and straws for each child.) Repeat procedure asking children to hold their nostrils. Can they still identify the flavor?	Teacher provides learning experiences which help children become familiar with tastes from a variety of cultures. — What helped you to identify the flavor? — Was the flavor different when you held your nostrils closed? Why? — Did you discover a new taste?
Health and Safety	Taking a neighborhood walk to find out how we use our senses for safety. Prepare a sensory trip board (see Appendix). Take a neighborhood walk. Ask the children to check the senses they use to remain safe and healthy on the walk, such as looking at traffic lights, hearing car horns, experiencing weather conditions, watching out for stray animals, smelling smoke. Teacher and children can explore other ways that senses keep us healthy and safe, such as helping us to avoid spoiled milk or gas fumes.	Teacher helps children appreciate that although we are individuals, each of us is a member of a larger community with rules and regulations to keep us safe. Stories, myths, and fables from diverse cultures which teach rules and values may be read to the children. — Which senses help you to stay safe? — How do they help you? — Can you think of other ways our senses protect us?

Continues on following page.

Learning Experience III: Continued

	Using puppets to dramatize how our senses may sometimes fool us. Use two puppets to roleplay the abuse of substances which are often enticing to young children, such as vitamins, colorful pills, or sweet-tasting medicine. (Source: Healthy Choices - Bank Street Curriculum.)	Teacher and Children discuss that there are dangerouse substances in every culture. Adults can help children make safe choices. (*See Looking at Today's Children.*) — Are all unfamiliar foods safe to eat? — How can you tell if something is harmful to eat? — How may a trusted adult help you to decide?
Communication Arts	Creating a "Feel Box." In a large covered box place objects such as yarn, piece of fur, rocks, sandpaper, cotton balls, crayons, moist sponge, spoon, or pencil. Children reach into box, select an item and describe it without looking at it. For variation, children may be asked to find something soft, hard, wet, or furry. The descriptive words may be listed on a chart.	
	Collect fabrics with interesting textures such as corduroy, felt, satin, silk, lace, fur, leather and suede. Choose varied colors and patterns. Cut the fabric into three-inch squares. Have each child select five or six squares of textured fabric and paste each one on a separate sheet of paper to compose an individual texture book. The children can dictate descriptions of the textures to an adult using words from the "Feel Box" chart, which can be written on the pages of the books. The children may ask parents for unusual fabrics from home to share with the class.	Teacher and children talk about the various textures and how they may be used. The teacher encourages the children to describe various fabrics which are used in their homes or clothing. — Which is your favorite texture? Why? — Can you describe your favorite texture?

Continues on following page.

Learning Experience III: Continued

Mathematics/ Music	Repeating patterns. Teacher demonstrates sound patterns of increasing difficulty: snap, clap; snap, snap, clap; snap, snap, clap, clap; snap, clap, stomp. Children repeat patterns and create their own patterns for other children to imitate.	Teacher provides opportunities for children to create sound patterns with instruments from many different cultures, such as maracas, cymbals, sticks, shakers, rattles, castanets, and drums. — What pattern did you hear? — How can you change the pattern?
Mathematics	Estimating length of string needed to go around an apple. Teacher or other adult assists children in estimating the amount of string needed to go around an apple. The children cut lengths of string representing their predictions and place these around the fruit. The following chart may be prepared: *Too Long; Too Short; Just Right.* Each child tapes the string used on the appropriate column and writes own name underneath, with teacher's help if necessary. Teacher extends this activity by using pomegranates (Chinese apples), mangoes, kiwis, pineapples, coconuts, and avocados.	As children explore different fruits, they will share each other's culture by learning the names of the foods and experiencing the texture and flavor of each one. — How did your eyes help you to find the right length of string? — What other fruits can we measure?
Social Studies	Exploring the universal need for food. Discuss why people eat, the foods children like to eat, and what foods they would like to try. Talk about how our senses help us appreciate food. Make a chart of the foods children especially like to eat and trace these preferences to the children's cultural or ethnic backgrounds.	By exploring the universal need for food, children will become aware that people have similar needs, although their preferences may vary. — What foods do you eat on special occasions? — Did you hear of any foods that you have never tasted?

Culminating/Assessment Activities

Children and parents can be invited to share in a Sensory Celebration. Letters may be sent home inviting parents to share part of their background and heritage with the class. Children will discuss how their senses will help them to appreciate guests who may sing a special song, prepare a special snack, show a valued family object, play a game they know, display photographs of their family, play a special musical instrument, talk about life in their country of origin, or wear special clothing to school.

Homework/Follow-up Activities

Parents can help children create *My Book of Senses* with pages that say:

I am happy when I see...

I am happy when I touch...

I am happy when I taste...

I am happy when I smell...

I am happy when I hear...

Parents and children will be encouraged to illustrate the pages of the books with pictures and ideas related to their particular culture.

Language Emphasis for the LEP Child

Following Directions:

- Form a circle.
- Listen!
- Close your eyes.
- Make a sound.
- What do you hear?

Receptive:

bell, pencil sharpener, crumple, paper, hammer, pegs, running water, clap/clapping

- Is it *(name of person making sound?)*
- Is it a *(bell, pencil sharpener, etc.?)*
- Who is it?
- What is it?

Productive:

- Yes, it is *(name of person or object)*.
- No it isn't *(name of person or object)*.
- It's a *(bell, hand clapping, water running, etc.)*.
- It's *(name of person or object)*.
- I think it is *(name of person or object)*.

ESL Extended Lesson for Learning Experience III - My Senses

Cognitive Aim: To develop children's ability to distinguish voices.

Linguistic Aim: To develop use of interrogative. Is it _______ ?

Motivation:
Say, "Let's make a circle." Have children identify and say the name of every pupil in the class.

Materials: Mask

Procedure:

- Group forms circle; one child sits in the center with the mask.
- Teacher selects a child from the circle to say in a natural voice to the masked child:
  "Hello, (*masked child's name — Gina, Robert, etc.*).
- Group chants:
  (*Gina, Gina, e.g.*), use your ears.
  Tell us, tell us, who you hear.
  Who...is...it?
- Masked child responds:
  I think it is________. Is it____(name)_____ ?
- Group responds:
  Yes, it is. OR No, it isn't.

Follow-Up:
Children work alone or in small groups using earphones and tape recorder in Library/Listening Center. They will try to identify voices of their classmates which have been pre-recorded for this purpose.

Learning Experience IV: My Family

Concepts:

- There are many kinds of families.
- Family members are interdependent.
- Changes may occur in family life and structure.
- The family supports, celebrates, and preserves the traditions and customs of ethnic and cultural groups.

Preliminary Activity

- Explore with children examples of sharing and working together in the classroom. Further explore ways in which family members share and help each other. Explain to the children that they will have many opportunities to work together and share tasks as part of the classroom "family." Begin to develop a Classroom Helpers Chart with the children. (See *First Days.*)

Related Vocabulary:

family, aunt, uncle, grandmother, puppet, customs, platanos, pasteles, curry, kim chee, traditions, share, banner, responsibilities, quilt, recipe

Theme Materials for Learning Centers:

paper plates, collage materials, oaktag for banners, magazines, musical instruments from various cultures, wooden figures of family members, housekeeping utensils, play foods, record player, construction paper

Content Area	**Activity/Procedure**	**Opportunities for Increasing Multicultural Awareness**
Social Studies	Learning about children's family history. Ask children to bring in pictures, drawings, and/or names of everyone in their families. (Best friends and pets can be included.) Children can share the family pictures with one another during large and small group discussions. Set aside a whole wall or a large bulletin board, if possible, for a classroom family tree. Outline a giant tree which has a child's name on each branch with space near it for photos, drawings, and sentences about the child's family members. Each child can tape material about the family near the appropriate tree branch and dictate sentences about family members.	Teacher will help children understand that each child's family is unique and that family responsibilities are shared in different ways by various members of the family. — Who are the members of your family? — What are the responsibilities of the members of your family? — Can you share the way you say brother/sister/mother/father in your home language?
	Creating a family banner. Children will design a family banner and write their family name in the center. The banner may then be divided into four sections and pictures drawn in each one depicting important family customs and traditions, such as favorite foods, holiday celebrations, clothing, and special family objects. Children will talk about and share their banners with one another.	Children will recognize the diversity of others in the classroom, which will prepare them for the diversity in the larger community as well. — What is special about your banner? — Does anyone else's banner have the same pictures as yours?
Cooking/ Science	Preparing a family breakfast. Invite family members to help prepare and enjoy a family breakfast. Children may work with adults in small groups, preparing or helping to serve a variety of foods which reflect their diverse backgrounds. Family members may also be invited to send in samples of breakfast foods for tasting. Science concepts will evolve through developing sensory awareness of differences and similarities in flavor or texture.	Children will have opportunities to learn about and share foods from different cultures. — How is our breakfast like the one you have at home? Is it the same or different? — Did you taste any new foods? Can you describe the texture? Can you describe the flavor? — What are some of the special foods we served today?

Continues on following page.

Learning Experience IV: Continued

Art	Making puppets of family members. Invite children to make paper-plate, sock, or paper-bag puppets to represent family members. Help children develop short roleplays based on family experiences, such as getting ready for dinner, having fun together, or sharing a task at home.	Teacher uses these opportunities to demonstrate that family members are interdependent and that families have different or similar ways of doing things. — Who are your puppets? — What can your puppet do as a member of your family?
Mathematics	Comparing family names. Make a name card for each child. Write the child's given name on one side in red and the family name on the reverse side in black. Distribute the name cards and explain that the name in red is a name that their parents chose for them. The name written in black is their family name. (Teachers should be aware that in some cultures, given names do not come first.) Ask the children to count the letters in their family names. Find out who has the longest/shortest names. Invite the children to clap out the number of letters in their family names. Children may then sort the cards by the number of letters in their names. Teacher may use this information to devise a graph about the number of letters in the children's family names.	Children will become aware that all people have family names and that family names are often representative of the culture to which families belong. — What is your family name? — Why are all given names different in a family?

Continues on following page.

Learning Experience IV: Continued

Communication Arts	Sharing multicultural literature. Read stories based on multicultural family themes, such as *All Kinds of Families* by Norma Simm, or *Peter's Chair* by Ezra Jack Keats. Discuss with the children the ways in which the stories are similar to or different from their own family experiences or relationships.	Children will understand that relationships and experiences in other families may vary from or be similar to their own. Children will become aware that all families have basic needs. — Has anything ever happened to you like what we read about today? — How do you think the characters in that family felt about what happened?
	Creating a Family Book. Invite each child to relate a family experience which can be dictated and used in a class Family Book. Adults may take down children's dictated stories and assist children in illustrating their contributions.	Teacher fosters a sense of respect for each child's experience as it is shared with the class. — Can you remember a special time you shared with your family? — Have any of the things you heard about today happened in your family, too?
Music	Sharing musical culture. Collect and play favorite family songs and records for classroom listening and singing. These may include lullabies, work songs, dance music, or ethnic music enjoyed at home.	Children will develop an appreciation of the values and history of other groups through their music. — Why do you think people made up these songs? — Can you help write a special song for our class?
	Creating a class song. To the tune of a simple melody,create appropriate new verses with the children, for example: "We're going shopping We're going shopping What shall we buy? What shall we buy? We can buy some ..... We can buy some ..... Invite children to contribute the names of foods they eat at home such as "platanos," "pasteles," "curry," or "kim chee." The teacher can make a list of the foods on a chart.	Many of the foods children suggest for the song will reflect their different cultures. Children will understand that people's background has an influence on what they eat. — What special foods does your family eat? — Have you tasted some of the other foods on our chart?

Culminating/Assessment Activity

Create a Family Quilt using construction paper squares on which children have illustrated a family scene. The squares may be stapled together on a bulletin board to form a giant Family Quilt.

Homework/Follow-up Activities

Ask children to bring to school favorite family recipes to be duplicated and bound together in a class Recipe Book. These books can be shared with all the parents.

Language Emphasis for the LEP Child

Following Directions:

- Look at the pictures.
- Find the (*boy, girl, baby, father, mother*).

Receptive:

baby, father, mother, grandmother, sister, brother, grownup

- Is this (*a baby, an adult, a grownup*)?
- Is this a (*boy, girl, mother, father, etc.*)?
- What are these?
- Who does this baby look like?
- What is different?
- What is the same?

Productive:

- Yes, it is.
- No, it isn't.
- This is a (*boy, girl, mother, father, etc.*)
- These are (*boys, girls, babies, etc.*)
- It looks like (*child's name*).
- Yes, he/she does.
- No, he/she doesn't.
- Maria's (*hand, foot, eyes, hair*) is (*bigger, longer, etc.*).
- His is (*bigger, smaller, etc.*).

ESL Extended Lesson for Learning Experience IV - My Family

Cognitive Aim: To identify family members.

Linguistic Aims: To answer questions using the structure "This is ______."
To follow directions.

Motivation:
Have students volunteer to pull flannelboard story characters out of the "Mystery Storybox."

Materials:
- Mystery Storybox
- *The Three Bears* storybook
- flannelboard characters
- flannelboard

Procedure:
- Create an air of mystery about content of storybox through vocal and facial expressions.
- Assist students in identifying items as each is pulled out of the box.
- Develop language patterns as characters are identified. For example: "Bear." "Mother Bear." "This is Mother Bear."
- Repeat until each character is identified.
- Guide children in listening to commands and following directions, such as:
  - — Point to (*Baby Bear*)
- Develop question and answer structures, for example:
  - — "Who is this?"
  - — "Is this (*Father Bear*)?"
- Encourage oral responses from children; accept one-word answers.
- Tell the story dramatically. Move flannelboard characters as action progresses.
- Retell the story, pausing to allow the children to complete sentences using the structures and vocabulary learned.

Follow-Up:
Have students dramatize the story using body puppets.

From: Learning in a Multicultural World: Kindergarten, English as a Second Language Manual; New York City Board of Education, 1985.

Learning Experience V: My Community

(**Note:** Teachers may wish to modify this Learning Experience when homeless/shelter children are in the class. See *Looking at Today's Children.*)

Concepts:

- A community is a place where people live near each other and share common concerns.
- Every community is unique and important.
- Community workers serve the people in the community.
- A community has responsibilities to help satisfy the needs and wants of its members.
- There are many kinds of homes and stores in a community.
- Discussion questions can include:
  - — What things do we like to see?
  - — What would we like to change?
  - — What could we do to help change what we don't like?

Preliminary Activity

- Teacher and class take a brief walk along a street where the children can observe a variety of stores, some of which are patronized by the children's families. The teacher may bring a camera and tape recorder, if possible, to record the sights and sounds of the community.
- Based on children's observations about the walk, make a group map or mural. Include the names of the streets and stores.
- Discussion questions can include:
  - — What things do we like to see?
  - — What things would we like to change?
  - — What could we do to help change what we don't like?

Related Vocabulary:

community, stethoscope, custodian, bodega, supermarket, hospital, interview

Theme Materials for Learning Centers:

cash register, empty food boxes, play money, pictures of hospital workers, tools, cartons for building, food-word cards, paper, crayons, scissors, play doctor kit

Content Area	Activity/Procedure	Opportunities for Increasing Multicultural Awareness
Communication Arts	Creating a store in the classroom. Using large blocks, cardboard cartons, or boxes, teacher and children plan how to create a store in the classroom. Discuss various roles, such as those of helpers, customers, store manager. Children may choose and change roles at different times. Children can contribute names of foods or products from many cultures, such as "platanos," "tahini," and "kanten," which reflect their diverse backgrounds. Representative food packages may be placed in the "store."	Help the children to identify the different kinds of stores and to understand that store personnel can come from many different backgrounds and different products may be more generally found in one community than another. Children may discuss similarities and differences in items which their families purchase at stores. — What workers are in your play store? — Does your family have special names for any of these products?
Art	Identifying and classifying types of homes. Invite children to draw pictures of where they live or find a representation of their home in a magazine. Cut out and glue or paste on a sheet of paper. Teacher talks about the children's pictures and elicits from them observations about their own homes, which may be similar to or different from others in the class.	Teacher helps children understand that although homes may differ in type, size, and construction, homes are places where families live together in the community. — Can you describe your house? — What kind of house do you live in? (apartment house, two-family house, shelter, duplex, hotel, row house) — From what materials is your house made? (brick, stone, wood shingles) Teacher extends children's understanding of how homes are constructed by showing pictures and filmstrips and by reading books about homes in other countries.
Mathematics	Creating a graph of the children's homes. Use pictures from previous activity to sort homes according to materials from which they are constructed (bricks, stone, wood). Children count the number of houses in each group and graph the results. A story may be written on chart paper telling about this experience.	Children can become familiar with building materials and names of homes in other languages, such as casa, pueblo, hogan, maison, adobe, wattle and daub (mud and sticks). — In what kinds of houses do the children in this class live? — How many children live in a brownstone, a wood house, a brick house?

Continues on following page.

Learning Experience V: Continued

Social Studies	Creating a school workers scrapbook in the classroom. Take the children for a walk through the school. Help them to identify each worker's job and title while listening to other languages that may be spoken. Encourage the children to draw pictures of school personnel such as nurse, custodian, teacher, principal, lunchroom staff and security guard.	Children will develop an awareness of the multicultural diversity among the workers in their school. — What workers did you see in the school? — What did you see them doing?
	Interviewing community helpers. Invite community helpers (such as mail carrier, firefighter, police officer) to the classroom to be interviewed by the children. Teacher and children plan appropriate questions, which will reflect the children's interests and experiences in their community. After the guest's visit, the teacher and children will discuss the interview. Some of the information may be recorded on a chart, which the children will illustrate. Sample questions might include: — In what country were you born? — Why did you choose your job? — How do you help people in this community?	By interviewing community helpers in the classroom, children will appreciate that many ethnic groups are represented among the workers who serve the people in the community. — How might this person help your family in this community? — Would you like to choose one of these jobs? Why?
Music	To the tune of a simple melody create a "Community Helpers" song with the children, for example: "We see a doctor, We see a doctor. What does she do? What does she do? She will keep us healthy, She will keep us healthy, That's what she'll do! That's what she'll do!" Continue with other occupations: tailor, firefighter, librarian. Where appropriate, invite children to contribute names of community helpers in other languages. Make a chart of the different names for each worker.	Many of the words the children contribute will enrich the collective language and vocabulary of the classroom, while demonstrating aspects of their own unique culture. — Who are some people who help us in our community? — Can you say their names in other languages?

Continues on following page.

Learning Experience V: Continued

Health	Sharing experiences about hospitals/doctor's office. Encourage the children to talk about experiences they, their friends, or their relatives have had with hospitals or doctors and nurses. Read books about the hospital and, if possible, take a trip to a hospital or medical center in the community.	Children will become aware that when people go to the hospital/doctor's office for care, the doctors, nurses, and other helpers who treat them are representative of the cultural diversity of the larger community of the city. — What are the jobs of the workers in the hospital? — How do hospital workers help us stay healthy?

Culminating/Assessment Activity

Children may work cooperatively to build a community in the block or sand area. Children can make streets or roads in the sand. Blocks may be used as community buildings (stores, houses, library). The teacher can help the children make labels and signs with simple words and pictures for the buildings and streets. Empty milk containers, cereal boxes, cardboard tubes or other recycled materials may be used for some of the structures. The children may also make trees, roads, cars, and people from paper, oaktag, and other art materials.

Homework/Follow-up Activities

Parents may be asked to contribute an item for a class "Helper's Play Kit." Such items might include a comb, envelope, napkins, brush, thimble, safe tools, gauze, steno pads, cotton balls. Children will use these items for occupational role-playing experiences.

Language Emphasis for the LEP Child

Following Directions:

- Count the *(items; community workers).*
- Trace the *(items used by community workers).*
- Point to the *(item; community worker).*
- Listen!

Receptive:

doctor, firefighter, nurse, police officer, hospital, store manager, custodian, teacher, mail carrier, uniform, library, librarian

- What would you like to be?
- Where does a *(community worker)* work?
- Does he/she work outside/inside?
- What does a *(community worker)* wear to work?

Productive:

- I want to be a(n)_____________ .
- She/he wants to be a(n)_______ .
- She/he works in (place of work).
- A (community worker) works in (place of work).
- A (community worker) wears (clothing name).
- She/he wears (clothing names)
- We want to be______________ .
- They want to be _____________

ESL Extended Lesson for Learning Experience V - My Community

Cognitive Aim: To match school workers to tools of their trade.

Linguistic Aim: To answer questions using the structures, "This is _____."
"(School worker) uses (tool)."

Motivation:

- Show the children a photograph of the school nurse and ask:
  - — "Who is this?" Children respond, "It's Ms./Mr. _________ or "It's the nurse."
- Then say, "Ms./Mr. _________ helps us."
- Next show children a picture of a hammer and ask:
  - — "Does Ms./Mr. _________ use this hammer to help us?" Children respond: "No, she/he doesn't. She/he uses a _________ ."

Materials:

- Photographs (or pictures): school nurse, school secretary, lunchroom staff member, crossing guard, and custodian.
- Pictures: bandaid, eye chart, scale, typewriter, telephone, file cabinet, hammer, mop, pail, whistle, ladle or serving spoon
- Scissors, magazines, paste, construction paper, pocket chart

Procedure:

- One by one, show pictures of the other school personnel. Model and elicit:
  - — "Who is this?" "This is (name of school worker)."
  - — "What does she/he do?" "She/he (activity, e.g., answers the phone)."
- One by one, show pictures of tools to the children. Name the tools and develop structures:
  - — "What's this?" "This is a ___________ ."
  - — "Who uses ____________ ?" "The (worker) uses (implement; tool)
- Place picture of tool in the pocket chart. Proceed until all implements have been identified and placed in the pocket chart.
- Put school workers' pictures in the pocket chart. Show the pictures of the implements/tools one at a time.
- Have children put the implement next to the worker who uses it. Practice the language structures during this activity.

Follow-Up:

Have students make a book entitled "School Workers and Their Tools," cutting out and pasting pictures from magazines on construction paper.

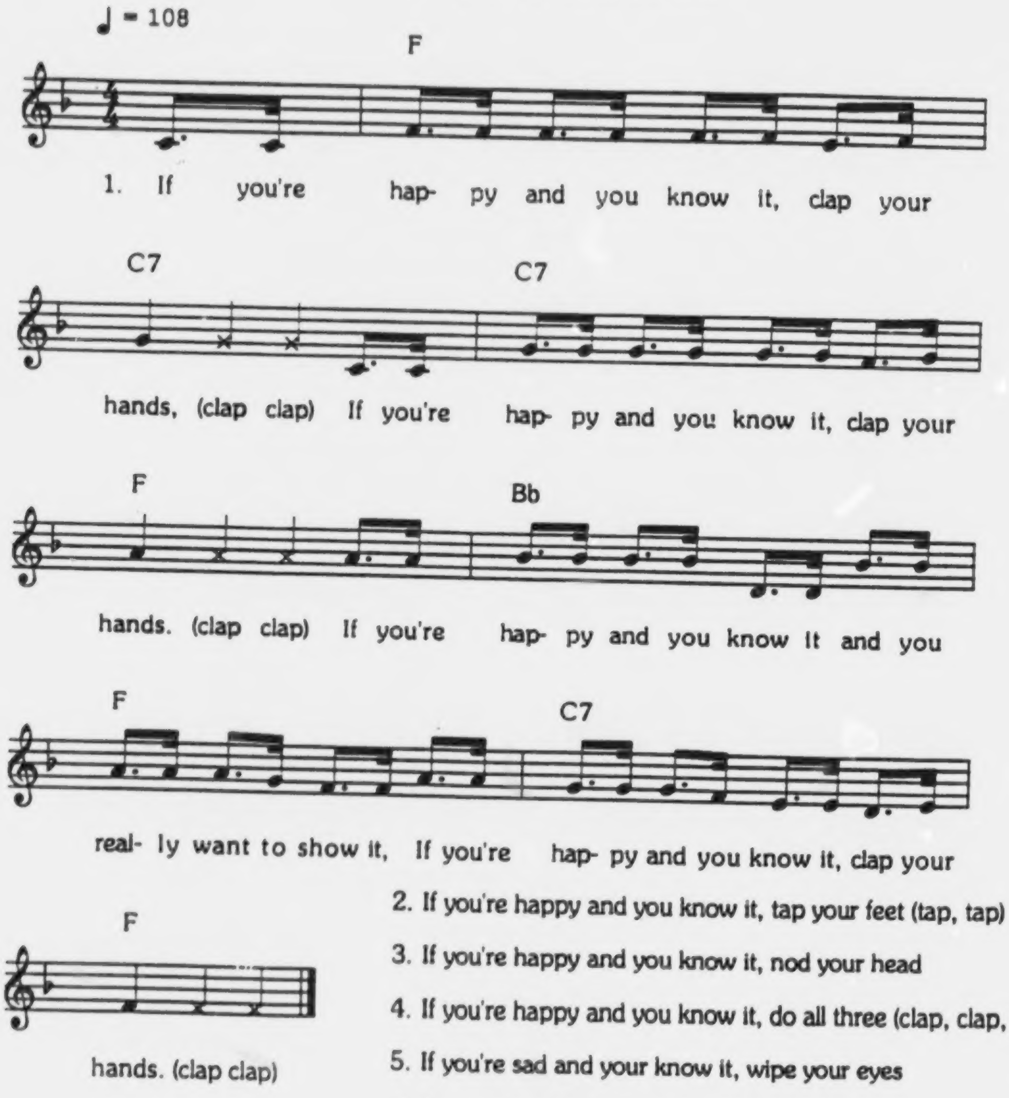
From: Learning in a Multicultural World: Kindergarten, English as a Second Language Manual, New York City Board of Education, 1985.

Appendix to the Theme

If You're Happy and You Know It

Traditional

Adapted by Kathy Poelker


♩ = 108
F
1. If you're hap- py and you know it, clap your
C7
hands, (clap clap) If you're
C7
hap- py and you know it, clap your
F
hands. (clap clap) If you're
Bb
hap- py and you know it and you
F
real- ly want to show it, If you're
C7
hap- py and you know it, clap your
F
hands. (clap clap)

2. If you're happy and you know it, tap your feet (tap, tap)
3. If you're happy and you know it, nod your head
4. If you're happy and you know it, do all three (clap, clap, tap, tap, nod,
5. If you're sad and your know it, wipe your eyes
6. If you're tired and you know it, go to sleep
7. If you're hungry and you know it, rub your tummy
8. If you're happy and you know it, shout "Hooray!" ("Hooray!")

My Special Friend (a parody)

(tune: "Hi Ho-Hi Ho" the work song from Snow White)

Revised from Adaption by JoAnne Deal Hicks

My spe-cial friend, my ver-y spe-cial friend,
He (she) likes to run and play with me, I love my ver-y special friend.
He (she) has a very spe-cial drum
And has some shiny jewel-ry, too.
I love my friend!

My spe-cial friend, my ver-y spe-cial friend,
He (she) likes to run and play with me, I love my ver-y special friend.
He (she) has a special holiday
And spe-cial foods to eat
I love my friend!

My spe-cial friend, my ver-y spe-cial friend,
He (she) likes to run and play with me, I love my ver-y special friend.
He (she) has a differ-ent way to speak,
A differ-ent lan-guage all his (her) own.
I love my friend!

My spe-cial friend, my ver-y spe-cial friend,
He (she) likes to run and play with me, I love my ver-y special friend.
He (she) has a ver-y spe-cial name,
A spe-cial voice, a spe-cial face.
I love my friend!

Adapted from: Resources for Creative Teaching in Early Childhood Education, Harcourt Brace Jovanovich, Inc., p.105

Brainstorming

Brainstorming is a technique for helping people generate many ideas. It may be useful in problem solving and in exploring a topic.

The aim of brainstorming is to have the ideas flow. Criticism does not further the production of ideas. Good ideas are often squelched by immediate or excessive evaluation. Deferred judgment is a critical element in brainstorming.

If children are carefully taught how to brainstorm, the results can be remarkable.

Purpose:

- to create a vast number of ideas, which leads to more quality in those ideas.
- to open children up to sharing ideas without criticism.
- to enable members of the group to build on each other's ideas.

Rules:

D: Defer judgment (Do not criticize or evaluate.)

O: Offbeat ideas (Accept all ideas, even those which seem wild or silly.)

V: Vast number of ideas (Generate as many ideas as possible.)

E: Expand/build on the ideas of others (Piggyback ideas.)

Procedures:

1. The teacher states a definite problem or question, for example:

   "A friend is someone who . . . ."
2. The teacher reviews the brainstorming rules.
3. The teacher restates the problem or question, and charts ideas as the children respond.
4. When it appears that the children have finished, the teacher asks them to continue for a few more minutes. (Research has indicated that the best ideas come at the end.)
5. The teacher comments on the number and variety of responses.
6. Each group develops a list of acceptable ideas regarding friendly behaviors, according to their collaborative cultural views and values.

New York State Education Department, *Educating Gifted Pupils in the Regular Classroom*, 1982. Adapted by permission.

Ten Fingers*

I have ten little fingers.	(Hold up hands.)
And they all belong to me.	(Point to self.)
I can make them do things.	
Would you like to see?	(Point to eyes.)
I can shut them up tight	(Make tight fist.)
Or open them wide.	(Spread fingers.)
I can put them together	(Fold fingers together.)
Or make them all hide.	(Put behind back.)
I can make them jump high	(Reach above head.)
I can make them jump low.	(Touch floor.)
I can fold them up quietly.	(Fold fingers together.)
And hold them just so.	

Bending Places

Contributed by Cydney Palencia

Bending places, bending places, bending all about
Do you know your bending places?
Come and let's find out.
My arms bend at the shoulder
and at the elbow too.
My wrist is where my hands bend, and see
what my fingers can do.
My leg bends at the hip
And also at the knee
My foot bends at the ankle and
My toes bend too, you see
My head bends at the neck
That's where it turns around
I bend my whole self at the waist
That's how I touch the ground.

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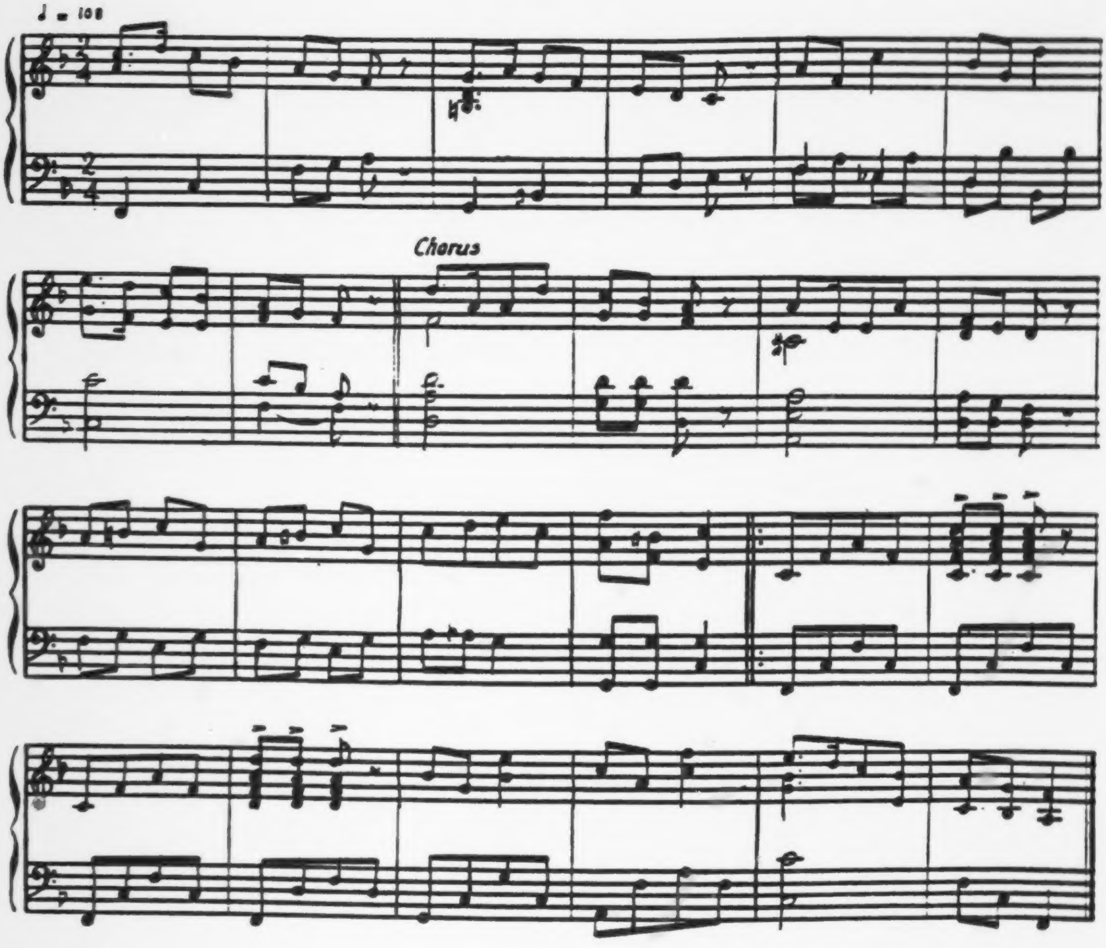
* Adapted from: *The Very Young*, By George W. Maxim, Merrilly Publishing Co., 1985, (Columbus, Ohio), p. 568

Hansel and Gretel



1.
Little playmate, dance with me,
Both your hands, now give to me.
Point your toe, away we go,
Round and round the merry row.

Chorus
Tra-la-la
(repeated)

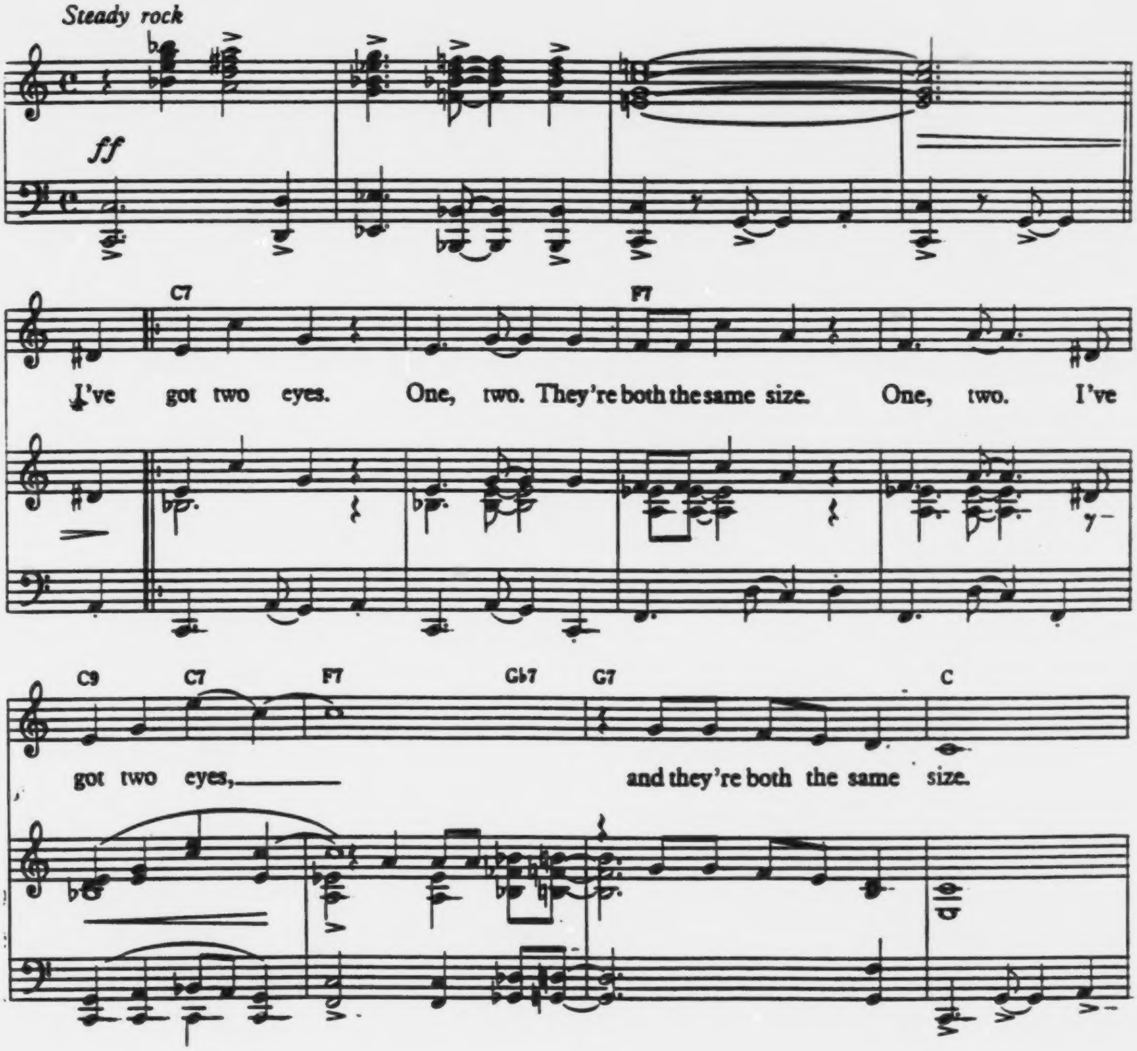
2.
With the feet go tap, tap, tap,
With the hands go clap, clap, clap,
Point your toe, away we go,
Round and round the merry row.

3.
With the head go nip, nip, nip,
With the fingers snip, snip, snip,
Point your toe, away we go,
Round and round the merry row.

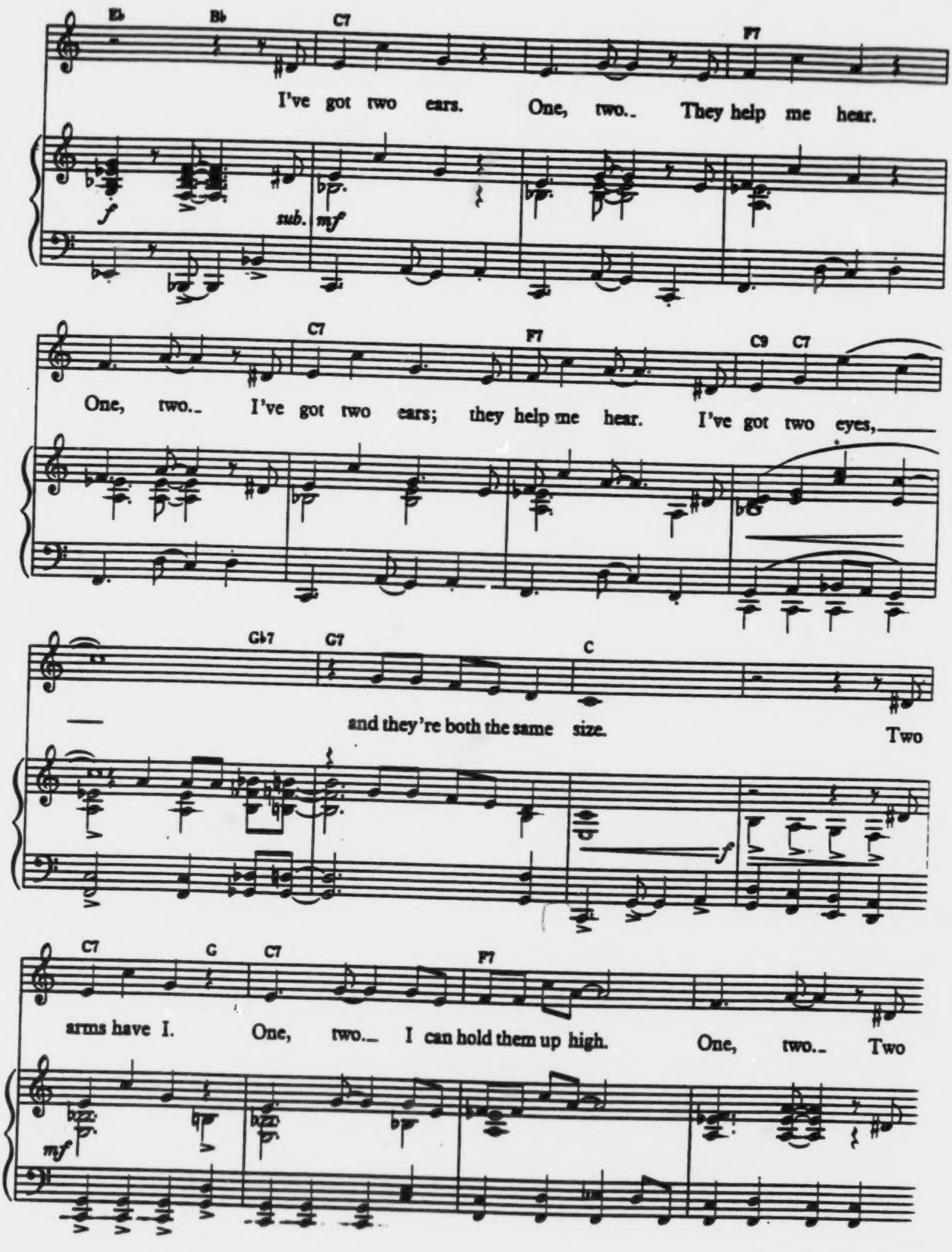
R

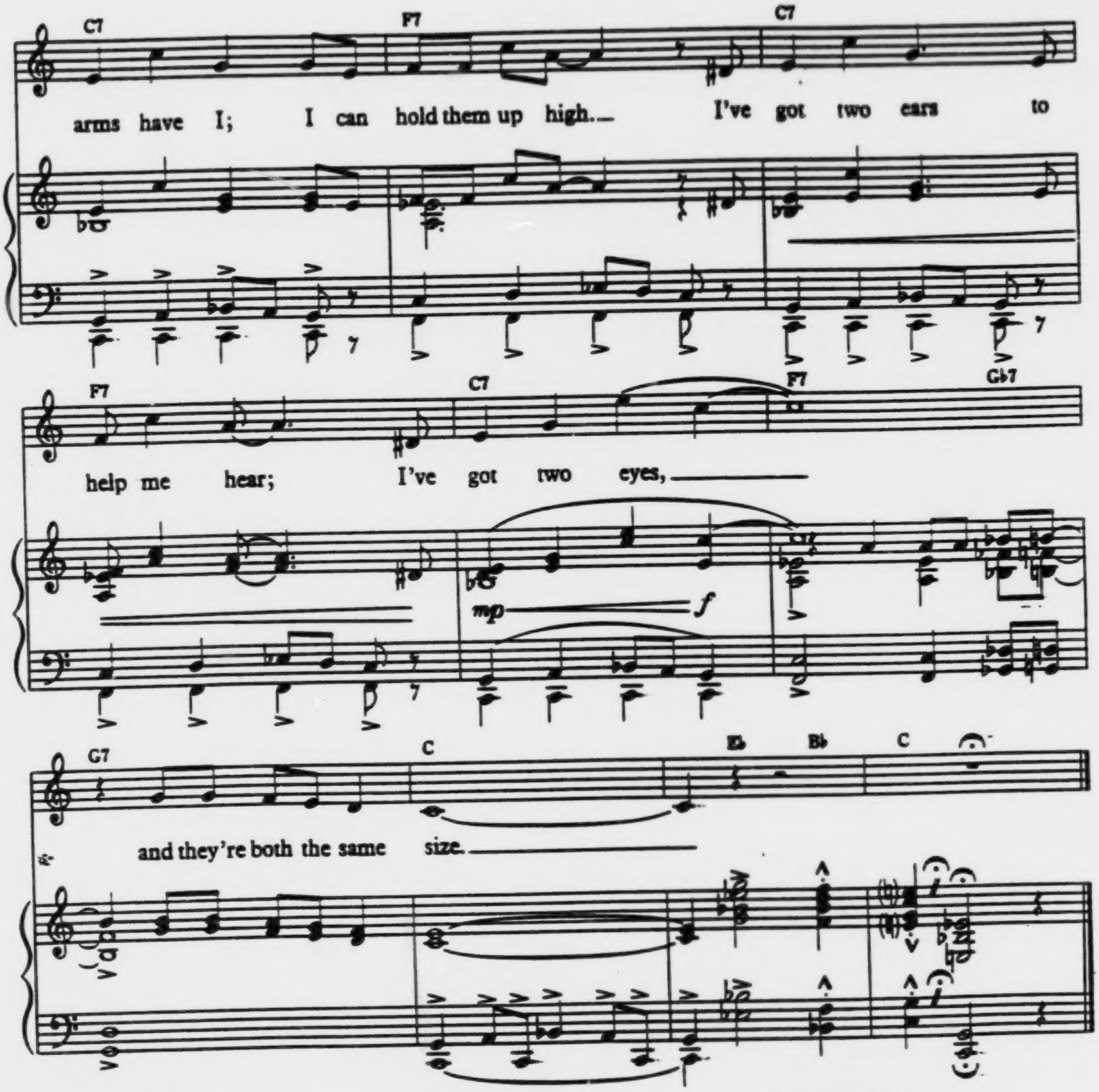
I've Got Two

Words by Jeffrey Moss • Music by Joe Raposo


Steady rock
ff
C7
F7
I've got two eyes. One, two. They're both the same size. One, two. I've
C9
C7
F7
G♭7
G7
C
got two eyes, and they're both the same size.

From: *Sesame Street Songbook* (New York: Simon and Schuster, 1971). Copyright 1969 Festival Attractions, Inc. ASCAP. Permission pending.


Eb Bb C7 F7
I've got two ears. One, two.. They help me hear.
f sub. mf
C7 F7 C9 C7
One, two.. I've got two ears; they help me hear. I've got two eyes,
Gb7 G7 C
and they're both the same size. Two
f
C7 G C7 F7
arms have I. One, two.. I can hold them up high. One, two.. Two
mf

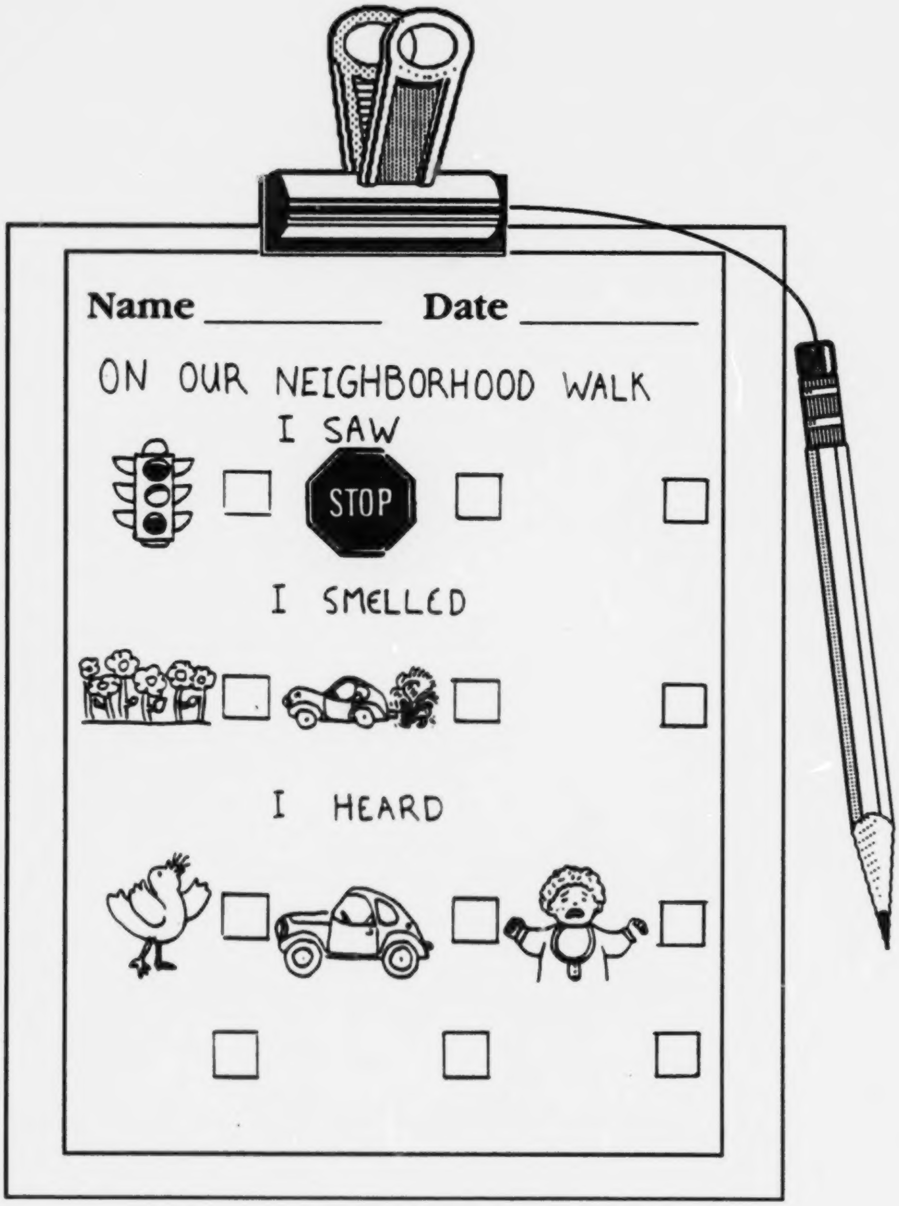

C7
F7
C7
arms have I; I can hold them up high.
I've got two ears to
F7
C7
F7
G♭7
help me hear; I've got two eyes,
mp
f
G7
C
E♭
B♭
C
and they're both the same size.

Two hands have I.
One, two.
They can wave goodbye.
One, two.
Two hands have I;
they can wave goodbye.
Two arms have I;
I can hold them high.
I've got two ears to help me hear.
I've got two eyes,
and they're both the same size.

I've got two knees.
One, two.
They're as round as you please.
One, two.
I've got two knees;
they're as round as you please.
Two hands have I;
they can wave goodbye.
Two arms have I;
I can hold them up high.
I've got two ears to help me hear.
I've got two eyes,
and they're both the same size.

I've got two feet.
One, two.
They can walk down the street.
One, two.
I've got two feet;
they can walk down the street.
I've got two knees;
they're as round as you please.
Two hands have I;
they can wave goodbye.
Two arms have I;
I can hold them up high.
I've got two ears to help me hear.
I've got two eyes,
and they're both the same size.

Sensory Trip Board



Name ______ **Date** ______

ON OUR NEIGHBORHOOD WALK

I SAW

☐ STOP ☐ ☐

I SMELLED

☐ ☐ ☐

I HEARD

☐ ☐ ☐

☐ ☐ ☐

More Suggested Theme Topics

The population of each multicultural/multilingual kindergarten is unique. This list of suggested themes offers the kindergarten teacher many opportunities to plan experiences which incorporate the linguistic, cultural, and ethnic backgrounds of the children in the classroom. Preparing units of study which can stimulate and involve the children, and integrate content which reflects their diverse cultural needs and interests, is both challenging and enjoyable.

Flowcharts modeled on the one presented in "All About Me" will assist the teacher in developing curriculum in all content areas.

The following list of possible theme topics is but a beginning.

Starting Out . . .
- Colors
- The Alphabet
- Counting Fun
- Shapes and Sizes
- Numbers We Know

Hats

Animals
- Zoo Animals
- Farm Animals
- Jungle Animals
- Wild Animals
- Animal Pets
- Make-Believe Animals
- Animal Babies

Seasons
- Changes
- Weather
- Occasions/Events

Toys and Games

Transportation
- Wheels
- Water, Boats, and Ships
- Space Travel
- Bikes, Skates, and Scooters

Citizenship, Rules, and Values

Signs and Signals

What Can You Do With a Box?

Friends

Patterns

Holiday/Culture Celebrations
- Chinese New Year
- Kwanza
- Discovery Day
- Easter Parade
- Native American

Communication
- Writing
- Use of Telephone
- Computer Messages
- Sign Language
- Talking
- Art
- Book Publishing
- Songs
- Pantomine
- Puppetry

Classification
- Things That Crawl
- Things That Fly
- Things That Are Round
- Things That Make Sounds

Vacations and Visits

Dinosaurs

Clothing and Costumes

The Circus

Water, Wind, Sun, and Earth

Conservation/Ecology

- Earth Day
- Pollution

A Classroom Museum of . . .

Cooking/Nutrition

- Fruits
- Vegetables
- Shopping

Balloons

Shadows

Magnets

Change (As a Concept)

Energy and Power

Gardens and Plants

Learning Through our Senses

Keeping Healthy and Safe

Growing Up/Careers

Houses and Homes

Maps and Murals

The Ocean, Seashore, and Sa

- Marine Life
- Whales and Dolphins
- Shells

Robots

Kites and Masks

Crafts and Creations

Exploring Language

- Poetry
- Fairy Tales
- Nursery Rhymes
- Storybook Characters
- Folklore
- Fables
- Myths and Legends

The Community

- Schools
- Stores
- Fire/Police Stations
- Supermarket
- Hospital
- Places in New York City

SECTION X
PARTNERS IN LEARNING

"We must have . . . a place where children can have a whole group of adults they can trust."
— Margaret Mead

BEST COPY AVAILABLE

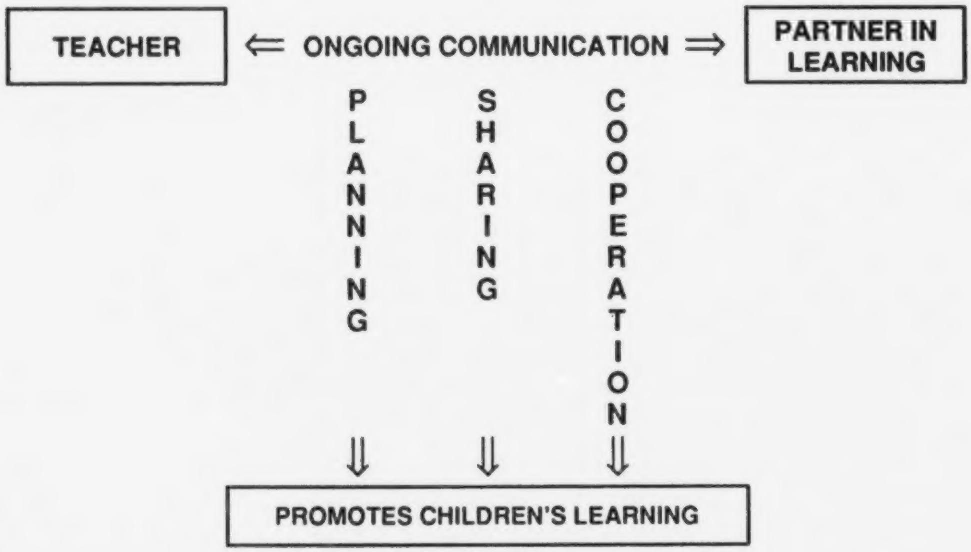
Working Together

The kindergarten program is enhanced by many caring and responsible adults who support and assist the classroom teacher and the children throughout the school year. The most important of these are the children's own parents and caregivers (*See Parent Involvement).*

Additional invaluable members of the classroom team can include:

- Classroom Paraprofessionals
- Mentors
- Staff Developers
- Student Teachers
- Volunteers

Other crucial partners in the learning process are experienced administrators, who contribute their skills and expertise in early childhood education to the school's continuum for young children. All these adults work to support the teacher in an atmosphere of mutual respect and cooperation. They meet to discuss implementation of the program, plan learning experiences, and exchange techniques and strategies for the growth and development of the children in the classroom. When classroom assistance is available on a regular basis, a team-teaching or cooperative approach can be used to good advantage.



The teacher and support staff discuss how their own adult behaviors can nurture each child's individuality, self-esteem, and emerging independence. They understand that the children may come from diverse cultural backgrounds and that their needs are best met when adults:

- listen attentively as children speak.
- make efforts to understand and communicate in child's home language when appropriate.
- sit, squat, or stoop to meet children at eye level.
- demonstrate caring with smiles, kind words, and encouragement.
- guide children's behavior with positive reinforcement.
- accept children's emotions and model appropriate behaviors.

The Classroom Paraprofessional

The teacher and the Classroom Paraprofessional participate in daily and long-range planning. They work together to prepare materials and share ideas about class projects and activities, such as:

- discussing how to make a family banner and preparing materials in trays for children to use.
- planning a visit to the neighborhood library and preparing name tags for children to wear.
- talking about cultural celebrations and ways in which children can participate in these events.
- sharing ideas about obtaining a pet for the classroom.
- setting up an experiment in the Science Learning Center.
- preparing a graph.
- gathering utensils and preparing food for a cooking experience.
- discussing a trip to the bodega or Green Market and activities to introduce children to a wide variety of "ethnic" foods and traditional dishes from many cultures.
- planning a party to celebrate a child's birthday.

During the school day, the teacher and Classroom Paraprofessional interact in many ways. They share their involvement with the children, as well as responsibilities for routines and activities. Some suggestions follow:

The Teacher	**While the Classroom Paraprofessional**
Cooks applesauce with a few children...	visits and interacts with children working in another learning center.
Reads to a group of children...	reads to another group of children.
Guides children in constructing paper bag puppets...	assists the children with special needs in each step of the activity.
Announces a meeting time...	encourages children to put away materials and get ready for the meeting.
Speaks with two children about their writing pieces...	listens to and observes another group of children who are also engaged in the writing process.
Teaches a simple folk dance...	joins with the children and teacher in dancing to the music.
Takes the children on a neighborhood walk...	accompanies the group, attending closely to individual children as needed.
Walks around room assisting children in interest areas...	makes fruit salad with three or four children.
Talks to the children about a trip to Chinatown...	explains use of trip boards to a small group of children.

The teacher recognizes that other adults bring personal strengths and talents to the program. The Classroom Paraprofessional enriches the learning environment in many ways, including:

- participating in staff development activities.
- assisting children, individually or in small groups, with planned activities.
- enabling children to hear spoken languages other than English and providing translations when needed.
- explaining specific cultural traditions such as spinning dreidels, planning parades on special days, or lighting Kwanza candles.
- alerting the teacher to needs of individual children.
- helping with classroom routines: arrival, snack, clean-up, lunch, toileting, dismissal.
- providing aid and encouragement to children with special needs.
- assisting with clerical work, such as collecting trip slips and absence notes.
- accompanying the class on trips.
- helping to organize materials and maintain classroom learning centers.
- guiding children in using instructional equipment.
- listening to children and encouraging interaction and conversation.
- playing games with small groups of children.
- reading stories to children.

- comforting children when necessary.
- assisting with use of the class lending library.
- helping to prepare games and learning materials.
- watching out for safety hazards and spills in the classroom.
- sharing own special talents and abilities with the children (for example, playing the guitar or woodworking).

Mentors

The Mentor-Teacher Internship Program is a joint effort of the New York City Board of Education and the United Federation of Teachers. The program supports the training of teachers awaiting certification, and provides leadership opportunities for experienced teachers.

Mentoring programs are tailored to meet the requirements of the staff of a particular school and district.

The Mentors act as role models for the "Interns," who are usually first-year teachers or teachers who have not yet been regularly appointed. The Mentor meets with the Interns regularly to discuss classroom management, lesson planning, teaching strategies, or any other topic that needs to be addressed.

The Mentor also demonstrates lessons and arranges intervisitations with experienced staff members. The relationship between Mentor and Intern is based on trust, confidentiality, and a willingness to share and grow professionally.

Staff Developers

Staff Developers are experienced teachers who offer support and assistance to other teachers in the school. In some district kindergarten programs, the Staff Developers conduct parent workshops, and schedule training sessions for teachers and Classroom Paraprofessionals during the school year. They assist with the creation, selection, and implementation of learning center activities and instructional materials. They confer with the kindergarten team about techniques for classroom management and teaching strategies. Staff Developers offer demonstration lessons, arrange for interclass observations, and counsel staff about methodologies for the special-needs child. Overall, they serve as role models for collaborative and cooperative teaching in the early childhood classroom.

Student Teachers

Student teachers gain valuable first-hand experience when they interact with children and staff in kindergarten programs. These early experiences with young children afford opportunities for integrating the knowledge acquired in college with practical application in the classroom environment. The classroom teacher and the children benefit from the new ideas, current research, and innovative approaches presented by student teachers. At the same time, future teachers develop insights into the language(s), customs, and cultures of the children with whom they work. Student teachers contribute to the teaching/learning process by working with individual children or small groups in activities which promote their academic and social development. As the student teachers become more competent under the guidance of the classroom teacher, additional tasks and responsibilities may be delegated so they can become more proficient and self-confident as teachers.

Volunteers

Volunteers, who may be parents, senior citizens, college students, or other members of the community, offer their services to teachers and children in the schools without cost. The role of volunteers in kindergarten programs depends upon each individual's talents, skills, and abilities. Volunteers may act as resources for the kindergarten by sharing ideas, experiences, culture and traditions, special talents, or interests. Some of the activities in which volunteers may participate are:

- assisting with special projects.
- assisting children for whom English is a second language.
- reading stories to an individual child or a small group of children, in another language when appropriate.
- making puppets with the children.
- translating directions for children when necessary.
- sharing recipes and cooking experiences.
- playing a musical instrument.
- preparing the room for cultural celebrations.
- accompanying the class on trips.
- bringing in special objects to share with the children.
- making materials such as gameboards or playdough.
- caring for classroom pets.
- building structures with the children.
- helping children to make Big Books.

Volunteers offer a link between the school and the larger community. Children's lives are enriched when they meet and work with adults from unfamiliar backgrounds, as well as with those from their own culture and community.

Double Kindergartens

The kindergarten classroom, which ideally has one teacher and not more than twenty-five children, can provide maximum opportunities for learning and child development. Children are able to move more freely and use a wide variety of materials in small group settings. However, because of limited physical facilities, it is necessary in some schools to establish double kindergartens. These are housed in classrooms which are a unit-and-a-half or larger. In situations where there is a limited availability of classrooms, double kindergartens may have as many as 50 children on register with two full-time teachers assigned to the class. When one teacher is relieved by a cluster teacher, the other teacher remains, either to assist and support, or to involve one-half of the children in a separate activity. For example, if a cluster teacher takes one group to the library, the other teacher may either remain in the classroom or take the other group for a walk to observe changes in the trees around the school block.

When double kindergartens must be established, the following suggestions and recommendations will be helpful:

- Children work and play in *one* classroom with two teachers.
- Both teachers are actively responsible for *all* children throughout the day.
- Children are grouped and regrouped by teachers according to special needs and projects.
- Teachers plan cooperatively for all activities.
- Teachers take responsibility for developing special activities according to their own skills and interests. (One teacher may be more musical or artistic; another may be interested in developing science and mathematics activities.)
- Ongoing communication is essential.
- Teachers cooperate in the ordering, storing, maintaining, and sharing of materials and equipment. It is suggested that one desk be shared by both teachers if the room is less than a double unit. The desk may be used to divide centers of activity.

Children benefit when:

- teachers work cooperatively to create a stimulating environment.
- routines are well organized.
- either teacher is able to meet any of the children's needs.
- there is consistency in handling emotional and social situations.
- there is mutual respect and understanding of goals and procedures.

Teachers in the double kindergarten assist one another in many ways, such as:

- beginning the day with a total class meeting to establish patterns of activity, routines, special plans or projects. (Each teacher assumes part of this responsibility.)
- helping with clothing and dismissal.
- working with small groups of children in developing skills and concepts.
- preparing materials.
- scheduling use of learning centers so activities and materials may be shared.

- taking some of the children to the bathroom; on a trip around the school; to the library, gymnasium, or outdoor play yard; or on a walk around the block, while the other teacher works with the rest of the children in the classroom.
- working with children at clean-up time.
- playing the piano or handling the record player while the other teacher conducts rhythms.
- participating with the whole group, while the other teacher conducts/directs game or musical activity.
- grouping children for story time and/or special activities. It is preferable to tell stories to children in smaller groups; if the room is large enough, this could be a simultaneous activity.
- cooperating in establishing routines, signals for attention (chord on piano), standards for behavior, expectations, observational techniques, and pupil assessment.

It is critical that the placement of equipment and furniture be given careful consideration in the two-teacher classroom. Large open areas of the room must be made available for class meetings, story time, and rhythmic/gross motor activities.

- Open spaces used for block building can also be used for class meetings and for telling stories.
- Tables in the Housekeeping Center, Library/Listening Center, Writing Center, and other learning centers can also be utilized for snack and lunch time.
- Tables can be moved aside to provide space for large muscle development activities or an additional area for story time.

Double kindergartens can provide children with a rich learning environment. Teachers in this assignment can learn and grow professionally by sharing their talents and supporting one another.

Guide for the Administrator

A quality early childhood program establishes the foundation for life-long learning. Young children often see possibilities that are not readily apparent to the adult observer, and they actively seek to order the environment for their own purposes, as well as to organize the patterns of association that lead to further knowledge. The kindergarten experience is designed to nurture and develop the natural, spontaneous curiosity which young children possess. The classroom setting is crucial, and the adult role pivotal, in developing the confidence, independence, competence, and productivity that are essential to achievement in later years.

The presence of a supportive administrator who is knowledgeable and experienced in early childhood education is vital to an effective kindergarten program. The administrator provides valuable guidance in planning and implementing instructional strategies appropriate for all the children in the program, as well as the cultures and languages which they represent.

The supervisor is aware that the quality of the kindergarten classroom setting is essential to the success of the program. It is a carefully organized and stimulating environment, rich in materials for the child to explore and manipulate. The room arrangement is conducive to interaction among children and encourages talking, exploring, and sharing. As they engage in experiential activities, children develop skills and concepts essential to all curriculum areas.

It is recommended that the kindergarten supervisor visit the classroom when the children are not present, and use the following questions for assessment:

- **Do the instructional materials in the classroom reflect the linguistic and cultural diversity of the children?**

  In the multicultural/multilingual kindergarten, developmentally appropriate materials are carefully selected to reflect the ethnic make-up, cultures, and languages represented in the class. These materials help build self-esteem by including each child's heritage in the school environment. The teacher uses these materials to plan a variety of educational experiences which encourage acceptance and understanding of cultural diversity.

- **Does the room provide adequate space for the program?**

  In kindergarten, there is enough space for young children to feel comfortable as they move freely around the room. Classrooms are large, clean, pleasant, attractive, and equipped with bathrooms and sinks, as well as storage space for classroom materials.

- **Is there a large, accessible outdoor/indoor play area?**

  Young children constantly seek to develop control of themselves and their environment, as demonstrated by their excitement at mastering basic tasks like running, hopping, skipping, riding a tricycle, throwing and catching a ball. The kindergarten schedule includes attention to planned as well as spontaneous activities. These allow children to explore, organize, and sequence physical actions in an appropriate environment.

- **Is the classroom furniture appropriate for young children?**

  In kindergarten, tables are arranged to encourage socialization and chairs are sized to allow children to sit comfortably with their feet on the floor. Materials are placed in cabinets which the children can reach easily. In addition, an area is provided where children may rest if they feel tired or sick.

- **Is there enough classroom equipment in good repair to support a variety of learning activities?**

  Structured and unstructured play, which involves interaction with other children and the environment, motivates children's innate need and ability to learn. Appropriate equipment to support activities in creative media, block play, dramatic play, storytelling, music, and food preparation is part of the kindergarten classroom. Manipulatives, puzzles, and games are integral materials as well.

- **Is the room decorated with samples of children's work?**

  Young children develop self-confidence when their accomplishments are recognized. Displays of children's work at their own eye-level encourage conversation and stimulate further productivity. Careful examination of the work indicates the different types of activities which take place in kindergarten.

- **Are charts, posters, and other examples of written language prominently displayed at child's eye-level?**

  When young children are exposed to meaningful visual language directly evolving from classroom activities, they are encouraged in their own beginning reading/writing activities. These activities are further encouraged when the teacher provides attractive, well-equipped Writing and Library/Listening Centers.

The answers to the above questions will indicate the extent to which the program can be expected to provide a fruitful kindergarten experience.

Having observed the classroom setting in isolation, the next step is to focus on the program in operation. Young children need support from adults who are aware of the special characteristics of learning in early childhood, and who are able to translate this knowledge into practice. In the kindergarten, the supervisor expects to see positive interaction and active involvement between children and adults. To determine whether this is taking place, the following questions may be useful:

- **Are the activities offered interesting and appropriate?**

  Children are busy and involved with tasks that can be completed without too much direction or outside assistance. Hands-on materials are available for use; sharing and taking turns is encouraged. Activities are carefully monitored and records of the children's participation are maintained.

- **Are the children involved in setting up classroom rules and routines?**

  When young children assist the teacher in planning appropriate rules and routines, they are better able to understand the need for them. Specific classroom responsibilities are assigned, and adult assistance is provided as needed. Atypical or disruptive behavior is handled in a calm, firm, positive manner. Attention is given to understanding and evaluating each child, both as an individual and as a group member.

- **How varied is the daily schedule?**

  The daily schedule includes active and quiet play times, storytelling, music, singing, and outside play. There are opportunities for children to work in the learning centers, either individually or in small groups. The teacher plans direct instruction activities when appropriate.

- **Are there opportunities for input and exchange of ideas between the kindergarten teachers and their supervisor?**

  A common preparation period provides times for ongoing interaction between the teachers, and for regular meetings with the supervisor. Discussion may include topics such as:

  — organizing the classroom

  — curriculum planning

  — trip arrangements

  — appropriate use of NYSTL funds (Big Books, multiple copies of small books), parent resources, or other monies to buy items such as tape recorders or science equipment.

- **Is there an early childhood committee, consisting of representative staff and parents from all the lower grades?**

  A schoolwide early childhood committee can be helpful in addressing questions of articulation and continuity. Representatives from the committee can be chosen to attend appropriate district meetings and conferences.

- **Is there evidence of parental involvement?**

  In kindergarten, parent education is a priority. Parents participate in classroom activities, as well as in workshops on child development and parenting skills. Parents from diverse cultures have much to offer in terms of customs, language, and tradition.

Careful attention to the answers to these questions will provide a comprehensive assessment of the program that will assist the supervisor in directing staff training and parent education on the early childhood level.

The primary task is to combine skills and resources to provide education that is relevant to the unique learning modes of young children. The early childhood supervisor's role is one of focus and guidance. A quality program for young children exists in an appropriate environment, staffed with well trained teachers, who incorporate the fundamentals of child development into their planning.

School-Based Management/ Shared Decision Making

This section is designed for all educators responsible for planning and implementing effective early childhood programs through the process of school-based management/shared decision making. SBM/SDM involves the following three-fold instructional program-planning process:

I. Assessing the needs of the children.

II. Assessing and designing the instructional program.

III. Assessing and designing staff development.

Research has demonstrated that the most successful program efforts have been planned at the school site involving those who will be charged with the implementation of the task. As a member of the SBM/SDM committee, the teacher is provided with an opportunity to share professional concerns, ideas and perspectives with other members of the school community. Teachers can thus serve as agents of change, and assume responsibility for the identification, design, and implementation of site-based programs.

The initial phase of the planning process involves gathering data that will provide information about areas of strength as well as areas in need of remediation. This assessment information is analyzed, and priorities to be addressed are determined by the committee. Assessment is a key component of quality programs and involves an ongoing process of formative and summative evaluation. Viewed from this perspective, the assessment process becomes an opportunity for growth, for teachers as well as for the educational program as a whole. It presents the evaluation process as an interdependent and continuous mechanism.

The next phase concerns the identification and design of the instructional program plan. Consultants and other resources are identified and are brought in to provide the committee with a choice of program options. Once the program selection has been made, the committee sets a timeline for the implementation of the plan, and recommends allocations of instructional, administrative, financial, and personnel resources needed to realize the plan.

The final phase is the assessment of the professional needs and interests of the staff as they pertain to the successful implementation of the selected program. After these needs and interests have been determined, a staff development program is designed. Research shows that the most successful staff development efforts are ongoing and school-based, and contain provision for continuous feedback and support.

After the planning process is complete, implementation can begin, concurrent with continuing staff development activities and formative evaluation. The plan is evaluated at the end of each year for revision and refinement.

Teachers who are members of School Based Management/Shared Decision Making Committees must understand that program development and implementation involve growth and change. Change is a developmental process and requires thoughtful response at each succeeding level. It is a slow process, taking three to five years to complete. It is the responsibility of the committee members to manage change effectively by paying close attention to:

People:	Their needs, motivations, and behaviors.
Processes:	How change progresses over time; what can be done to ensure success.
Practices:	Characteristics of any innovation being introduced.

SECTION XI
LOOKING AT TODAY'S CHILDREN

"Children are our most valuable natural resource."
— Herbert Hoover

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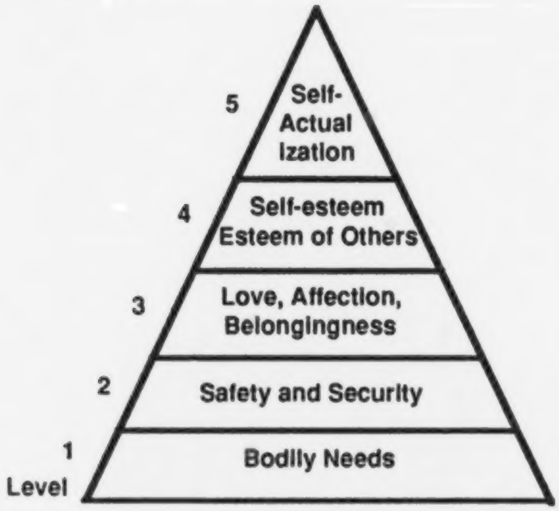
The Value of Play

Children of the '90s face a changing world. Pervasive societal concerns, like substance abuse, homelessness, unemployment, racism, and health-related problems, cannot help but have an effect on young children's perceptions and development. Today's child may be faced with:

- inappropriate responsibilities at too young an age.
- instability of family life.
- inappropriate role models.
- loss of traditional values.
- direct and indirect confrontation with the problems of the street.

Any or all of these factors may influence children's developing perception of reality and progression through the hierarchy of human needs, as outlined by Maslow and depicted below:

Maslow's Hierarchy of Human Needs


5
Self-Actualization
4
Self-esteem Esteem of Others
3
Love, Affection, Belongingness
2
Safety and Security
1
Bodily Needs
Level

Conditions may vary, but human needs remain constant. All people develop mechanisms which allow them to move to higher levels in the hierarchy of needs. One vital coping strategy for healthy human growth and development is *play*. Through play, young children are able to make sense of the world around them, no matter how inconsistent or troubling that world may be at times.

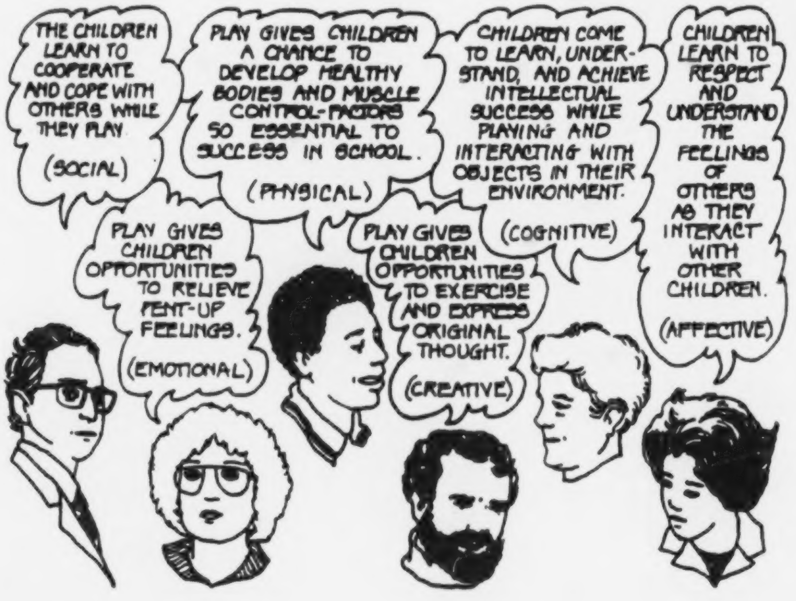
Child development, by its very nature, varies from individual to individual. The following passage describes the importance of providing appropriate experiences for children, in response to each child's differing needs, interests, and level of development:

> Children are all different from one another. Each one develops at a unique pace. There are certain experiences and activities that have an almost magical quality at a certain stage. Finger painting just isn't the same in adolescence. And block building has a potent appeal among preschoolers that can't always be recaptured in later life.... An ocean-liner journey through childhood may be far preferable to Concorde transit, allowing time for each stage of development to help a child arrive in adolescence without jet lag.*

Play is the universal vehicle which transports children through childhood. It contributes to feelings of competence and is an integral component of healthy development. Play activities are learning activities through which a child is able to organize the many pieces of information gathered during the course of a day. Many things happen when children play. Play allows children to:

- exercise freedom of choice.
- focus on an activity rather than an end-product.
- engage in behaviors which develop intrinsic motivation and pleasurable involvement.
- understand, interpret, and accept reality.
- become active participants in their own growth and development.

Illustrated below** are the many ways in which play contributes to the total development of the child:


THE CHILDREN LEARN TO COOPERATE AND COPE WITH OTHERS WHILE THEY PLAY. (SOCIAL)
PLAY GIVES CHILDREN A CHANCE TO DEVELOP HEALTHY BODIES AND MUSCLE CONTROL-FACTORS SO ESSENTIAL TO SUCCESS IN SCHOOL. (PHYSICAL)
CHILDREN COME TO LEARN, UNDERSTAND, AND ACHIEVE INTELLECTUAL SUCCESS WHILE PLAYING AND INTERACTING WITH OBJECTS IN THEIR ENVIRONMENT. (COGNITIVE)
CHILDREN LEARN TO RESPECT AND UNDERSTAND THE FEELINGS OF OTHERS AS THEY INTERACT WITH OTHER CHILDREN. (AFFECTIVE)
PLAY GIVES CHILDREN OPPORTUNITIES TO RELIEVE PENT-UP FEELINGS. (EMOTIONAL)
PLAY GIVES CHILDREN OPPORTUNITIES TO EXERCISE AND EXPRESS ORIGINAL THOUGHT. (CREATIVE)

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* Istar Schwager, "Stages, Not Ages." In *The Very Young*, George W. Maxim, Merrill Publishing Company, 1989.

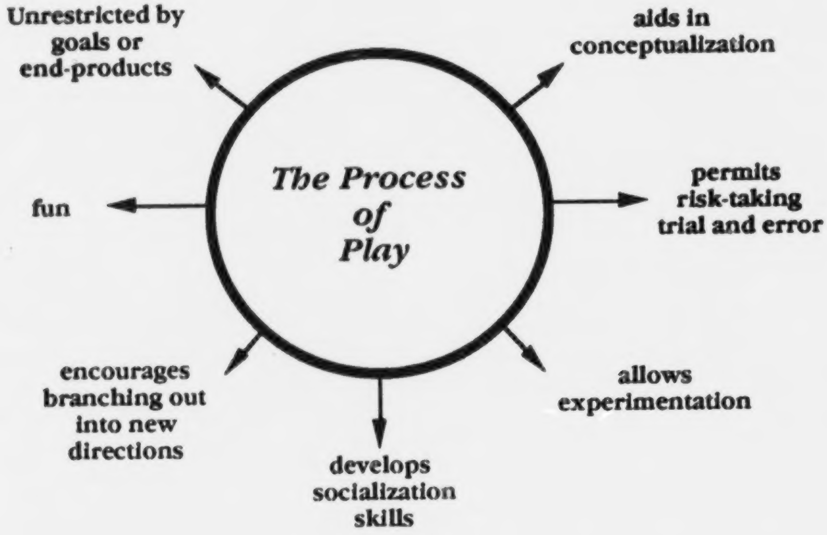
** From: *The Very Young*. See above.

When Children Play

Many philosophers, psychologists, educators, artists, and scientists have attempted to define play. And, while they may disagree about the specific definitions or labels, they have found that play has value for all human beings, and that it is a natural and essential component in the lives of all children.

Play is not necessarily frivolous or lacking in seriousness. It can often lead to deep concentration and involvement. It is this intensity and absorption in play that has led educators observing children to say that "play is...the principal business of childhood."*

Play is important for children because the risks of failure or negative consequences are lessened and children can initiate, control, direct, and make decisions with a freedom not possible in other aspects of their lives.


The Process of Play
Unrestricted by goals or end-products
aids in conceptualization
fun
permits risk-taking trial and error
encourages branching out into new directions
allows experimentation
develops socialization skills

Play is the first active means babies use to find out about themselves and the world, and it continues throughout the early years to be a major way of interacting with materials and people. As people grow into adolescence and adulthood, play most often takes on more structured forms, such as recreational activities, games, and sports with rules. For some people, the play mode remains a way of approaching work and art, and of infusing even the most mundane tasks with elements of fun and creativity.

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*Jerome S. Bruner. "Play Is Serious Business." *Psychology Today*, 8, No. 8 (January, 1975): 83. Located in ***The Very Young***, George W. Maxim, p. 223.

There are many important reasons for allowing and encouraging play for young children, including those listed below. When children play:

- their interest is self-directed. They are intrinsically motivated to solve problems that stem from either the physical or the social world and which are important to them.
- they are not as concerned with particular goals or ends as they are with the many ways a goal may be achieved. In play they experiment with possibilities and become more flexible in thinking and problem solving.
- their behavior is not literal. Much of what they do stands for something else. They represent their experiences symbolically. Their ability to conceive of objects and situations as if they were something else is thought by researchers to contribute to later skills in hypothetical reasoning and the understanding of abstract symbols and logical transformations.
- they free themselves from external rules, from the restrictions imposed by adult regulations, and from the realities imposed by time and space. Paradoxically, however, children generate rules for their play situations and establish roles and plots. Close study of such play reveals that children's negotiations with each other are complex. They make longer utterances and use more varied vocabulary than in other situations.
- they discover what they can do with objects. Increasing their own repertoire of behaviors in this way contrasts with the exploration of objects, in which they establish what properties the objects have. Both play and exploration, involving on the one hand the familiar, and on the other the novel, are essential to children's understanding of the world and of their own powers.
- they are actively engaged. Their attention is not easily distracted. Children who are unable to so involve themselves in play signal that something has gone seriously amiss in their development.*

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* Adapted from: M. Almy, "A Child's Right to Play." *Young Children* (May 1984): 30, 80.

The Characteristics of Play

While we recognize that play is essential to healthy development, it is important to be aware of its social and content dimensions.

The social dimensions of play involve human interactions:

Developmental Stages of Play[*]

- unoccupied behavior
- onlooker behavior
- solitary play
- parallel play
- associative play
- cooperative play

The kindergarten child is usually at the stage of associative and/or cooperative play. Play behaviors at this age may vary from non-interactive group play to interactive group play.

As identified by the following categories, the content dimension of play concerns itself with the way children interact with the environment:

Categories of Play[**]	**Age**
• sensorimotor play	(infancy to 2 years old)
• symbolic play	(2 to 7 years old)
• games with rules	(7 years old and onward)

The kindergarten child is usually in the category of symbolic play and needs to interact with experiential materials to develop an accurate understanding of the surrounding environment. There are many kinds of symbolic play, including the following:

Representational Play

Representational play includes the spontaneous pretending, make-believe, or "dramatic play" characteristic of early childhood. It is an early form of symbolism, where objects and actions are imbued with meaning and can represent another object or idea. Thus, a wooden block can become a car or an airplane, a microphone or a radio, or perhaps a sandwich or an ice cream bar. This kind of play has been found to be important for the development of later understandings necessary for symbolic work in reading, writing, and mathematics.

In dramatic play, children use their own idiosyncratic methods to create imaginary microcosmic worlds. Pretend play enables them to try out a variety of roles and activities in an attempt to understand the complexities of the real world around them. The child can be either the

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[*] Mildred Parten, "Social Participation Among Preschool Children," *Journal of Abnormal and Social Psychology*, 33, No. 2 (April 1932): 242-369.

[**] George W. Maxim, *The Very Young*, (Columbus, OH: Merrill), 1989, p. 226.

participant (as in house play, superhero play, or play with large blocks) or the *narrator/director* (when using small figures, vehicles, or unit blocks). In either case, the young child moves from solitary to parallel play and, by kindergarten, to complex socially-interactive play, built on shared imagery. In this type of play, children discover mutual interests and develop the interpersonal skills which lead to the "give and take" of real friendship.

Exploratory and Experimental Play

Exploratory play is important because it is open-ended and leads to divergent thinking. Free from the need for closure, exploratory play leads to creativity and innovation. Sometimes called "messing-about" play, it is recommended as the first stage in approaching activities in art, science, and mathematics. Exploratory play often leads to more goal-oriented experimental play, which involves following up on an idea with the purpose of finding out "what will happen if...?"

Active Play

Active play, involving use of the large muscles, is basic to the development of the young in many species, including humans. Observe the joy and exhilaration of young children at play: running, jumping, leaping and cavorting like colts; rolling, tumbling, and tussling like puppies; scampering, shinnying, and swinging like chimpanzees.

Through movement, children discover what their bodies can do, develop and test strength and agility, attempt increasingly difficult skills and feats. To young children, their bodies constitute their sense of self. The drive towards physical mastery is innate and often irrepressible. In early years, mastery is sought as an end in itself. At about the age of four, physical mastery often becomes the basis for developing peer relationships. Competence builds confidence, and confidence gained from active play spills over into other areas of development — and into learning!

Manipulative Play

Manipulative play encompasses all forms of play involving the manipulation of objects with the hands. The term often refers to play with materials like construction sets, puzzles, and pegs, sometimes called "manipulatives." It should also include work in a variety of art media (clay/dough, collage activities, and art constructions).

Young children frequently appear to be led by their hands. Their fingers seem to be "itching" to touch and to move. Their hands and fingers are in constant motion, grasping, twisting and turning, poking and fitting, building, shaping, molding, designing. Through their hands, children explore, experiment, and discover. They learn about materials and substances, and how they react. They match, sort, group, measure, weigh, and balance. They develop small-muscle dexterity and eye-hand coordination. And they develop cognitive and problem-solving skills through trial and error and experimentation.

Superhero Play

Superhero play is a common event for today's children. Although teachers and some parents are not so enthusiastic about this type of activity, there is little doubt that children find superhero roles exhilarating.

One reason children find these roles so attractive is that they can dominate a villain or a situation with no real risk to themselves.

There are several benefits for children who engage in superhero play. This type of play:

- — gives children access to power and prestige unavailable to them in daily experiences.
- — builds self-confidence at a time when they are struggling with real life.

- allows children to take on the attitudes of those they fear, enabling them to master the fear.
- enables children to have clear, precise models for imitation, given the fact that superheroes are all good and antiheroes are all bad.
- improves language skills, problem solving, and cooperation, typical of other dramatic play experiences.
- builds shared social relationships with peers through establishing, following, and changing the rules they set up in a particular episode.
- enhances sensory-motor skills, divergent thinking, and creativity when children pretend with one another.

To make superhero play a constructive experience, teachers and parents can give children support by using the following suggestions:

Help children recognize the humane characteristics of the superheroes they admire by:

- pointing out to children at opportune times the qualities of kindness, helpfulness, and generosity which are also part of the heroic personality.
- discussing ways in which they can be kind and sensitive to the needs of others.
- praising children when they exhibit such behaviors, and draw parallels between their acts and those of the heroes they admire.

Discuss real heroes and heroines with children by:

- introducing children to the lives of such people as Martin Luther King, Jr., Roberto Clemente, Helen Keller.
- pointing out the attributes of the heroes.
- talking about ways in which all people can be superheroes.

In the kindergarten classroom, the teacher's role includes providing children with successful play opportunities through games and materials reflecting many languages and cultures. This is accomplished through careful preparation of the environment and active observation of play behaviors. There are times when the teacher may find it appropriate to enter into children's play. The skillful teacher does this as naturally as possible to encourage, stimulate, and extend self-directed, spontaneous play.

A rich play experience is an important childhood activity which supports and integrates social and intellectual growth, empowering young children to comprehend more fully the world they live in.

The basic nature of childhood, and of children, has not changed. It is today's world which has changed . . . and will continue to do so. Even more than the children of the past, the children of the '90s will need the continuing support of caring adults to guide them through their early years.

Societal Concerns

Preventing Child Abuse

All children need healthy, loving relationships. They need to be able to identify trusted adults and depend upon them for their physical and emotional needs. Children also need to develop positive feelings about themselves and their bodies. This does not always happen. The mistreatment of children has become an important concern for those who teach and nurture the young.

The kindergarten teacher has many opportunities to observe children in the classroom and note any signs of neglect or of physical and emotional abuse. When prompt and appropriate action is taken by the school, the potential for continued harm to the child may be curtailed.

The following are some indicators of child abuse and neglect:

- unexplained bruises, welts, burns or fractures
- lacerations or abrasions occurring over a long period of time
- persistent hunger
- poor hygiene
- inappropriate clothing
- nodding or falling asleep
- rocking back and forth
- difficulty in sitting or walking
- consistent lateness in arriving to school
- radical changes in behavior
- avoidance of adults
- refusal to use the toilet
- inappropriate sexual awareness or knowledge
- cowering or ducking when an adult raises a hand.

If signs of possible abuse are observed, the teacher should encourage the child to discuss these concerns privately. The teacher listens carefully and speaks in a positive, nonthreatening manner. It is important to help the child understand that it is *not* the child, but the abusive adult who is at fault. When the teacher has sufficient information to feel certain that abuse has occurred, the reporting procedures established in the school should be followed.

Lessons can be planned to teach children protective behaviors and appreciation of their growing bodies. The teacher should always approach the topic of abuse with sensitivity and concern.

At appropriate times, the teacher may talk to individuals or small groups of children to develop understandings about good and bad feelings related to touching.

— What do you like to do with your body? (run, jump, dance, walk)

— Do you like to hold hands with some people?

— Do you like to hug some people?

— Do you like some people to hug you?
— Do you like to sit on some people's laps?
— How does it feel? (warm, good, close, happy)

The discussion can be continued now or at another time.

— What are some other times when touching feels good?
— Are there times when touching does not feel good? (hitting, biting, punching, pulling hair, spanking)
— Is touching good if someone hugs you when you don't want to be hugged?
— How does it make you feel? (uncomfortable, angry, scared)
— What can you do about it? (Say, "Don't hug me. I don't want you to.")
— What if you tell someone not to touch you and the person does it anyway? What can you do? (Tell someone who will help you.)
— What if someone holds you too tight. (Say, "I don't like it!")

As children respond to the questions, rules can be developed:

- Stay with the person taking care of you.
- Never go places alone.
- Never talk to people you do not know well.
- Never go anywhere with a stranger.
- Never take candy, toys, or money from strangers.
- Never take *anything* from a stranger.

These rules might be shared with parents at group meetings.

At meeting time, the teacher might show a picture of a child who looks sad and alone.

— Where is this child?
— Who is taking care of this child?
— What should the child do?

The teacher and children can develop understandings about being lost. They might talk about what to do and how to find people who can help a lost child.

Whom do you ask for help if:

— you get lost at the swimming pool or beach? (lifeguard)
— you get lost in a store or restaurant? (a person who works there)
— you get lost on the sidewalk? (a police officer or a store worker)

The teacher should take cues from the children and plan additional discussions to help youngsters develop understandings about themselves and the adults in their lives.

During interest area times, the teacher helps a few children respond to make-believe situations:

What happens when:

— your friend gives you a hug goodbye? ("I smile; like the feeling; hug back.")

— your brother pulls your hair? ("I say, 'Don't pull my hair. I don't like it.'")

— your friend takes your hand? ("I hold my friend's hand.")

Sharing Concern

The subject of child neglect and abuse may be presented to parents informally during individual conferences or group meetings. Experts can be invited to school to discuss discipline, child care, and health needs. Appropriate booklets and related materials may be distributed to parents and caregivers.

Trade books can be recommended for parents to read at home in order to help their children follow practices that will keep them safe and healthy.

Children cannot be held responsible for their own self-protection. They are vulnerable to abusive adults. Teachers must help children help themselves to the extent to which they are able. Research shows that saying "No" is often sufficient to prevent abuse.

Making children aware of common dangers, helping them to be cautious and involving parents in protecting their youngsters are important tasks of the kindergarten teacher.

The Commitment...

In response to a recent tragedy concerning the abuse and death of a school-age youngster in New York City, a memorandum was issued by the Chancellor, renewing the commitment of all schools to the safety, health, and welfare of the children in their care. In addition, the Chancellor urges increased awareness of educators' responsibilities and legal mandates in this area.

Administrators are directed to be sure that all personnel understand and adhere fully to the Chancellor's Regulation regarding Reports of Suspected Child Abuse and Maltreatment. Included are the following stipulations:

- Staff members who have reasonable cause to suspect that a child is abused, maltreated, or neglected, shall notify the principal or designee immediately.
- Each Superintendent shall designate a staff member to act as liason with Special Services for Children.
- All interviews by Child Protective Services with allegedly abused, maltreated, and/or neglected children or their siblings on school premises must take place in the presence of an appropriate school staff member.

Further information may be obtained by referring directly to The Chancellor's Memorandum No. 20, 1987-1988.

Alcohol, Drug, and Substance Abuse

Addressing the drug problem with five- and six-year-olds is a sensitive issue. Some of the children will know little or nothing about the subject; many will have partial or inaccurate information gleaned from television or contacts with older children and adults; some may have had direct experiences with drug or alcohol abusers; others may have been given accurate information from trusted adults.

To meet the diverse needs of the children and to enlighten rather than frighten them, the teacher may initially present whole group instruction directly related to the theme, "All About Me." See *The Thematic Approach.)* The learning centers can be used for individual or small group instruction and for activities which reinforce the theme while integrating all the curriculum areas. The performance objectives of the lesson include:

- Identification of *healthy foods*.
- Identification of *dangerous substances* which should not get into the body.
- Identification of *unknown substances* as potentially dangerous.
- Identification of *trusted adults* who can be asked whenever there is doubt regarding a substance.

Healthy Foods

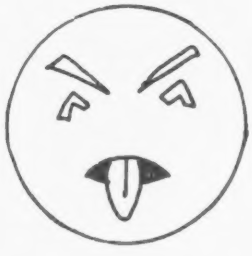
Ongoing lessons about healthy foods can be incorporated into the kindergarten program. The teacher may:

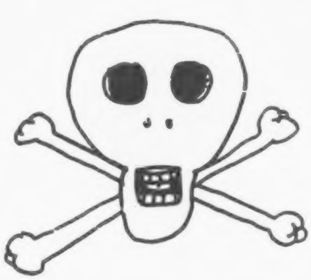
- show pictures or empty containers of suggested nutritious foods which the children can be asked to identify.
- use snack time to foster discussion of healthy foods.

Dangerous Substances

Many of the children may have already been warned by trusted adults to stay away from the dangerous substances that are used for house-hold cleaning. The teacher uses pictures or empty bleach, cleanser, or detergent containers to emphasize that these are dangerous substances when they get inside of the body.

The symbols of Mr. Yuck and the Skull and Crossbones may be introduced at this time.

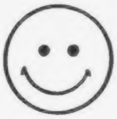




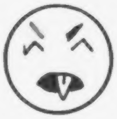
Adapted from *Growing Healthy in New York City: Kindergarten*, N.Y.C. Academy of Medicine - N.Y.C. Bd of Ed. National - Center for Health Education

The children learn to interpret these symbols as danger signs which warn, "Poison, Keep Away!" In addition, they learn two rules regarding medicine:

Medicine Is..



Good for the body when a trusted adult gives it to you. The doctor tells the trusted adult when to give you the medicine and how much medicine you need.



Bad for the body at all other times. Never take medicine unless a trusted adult gives it to you.

Unknown Substances

Once the children are able to distinguish both healthful foods and dangerous substances, the teacher introduces *unknown substances* which may or may not be dangerous for the body.

Springboard questions are asked:

— How many of you have younger brothers and sisters at home?

— What are some of the things you do to keep them safe?

— We talked about eating things that are good for your bodies. Do babies and toddlers know what is good for them to eat?

The teacher may follow these questions with comments and questions like these:

- Babies and toddlers need trusted adults to teach them what is good and bad for their bodies. Sometimes even boys and girls in kindergarten may not be sure if something is good for their bodies. When you do not know what something is, or are not sure, it is an *unknown substance.*
- Use your *eyes only* whenever you are trying to name an unknown substance. *Touching, smelling, or putting an unknown substance in your mouth may be dangerous.*
- *Ask a trusted adult about all unknown substances.*

Trusted Adults

Continuing discussions will extend understandings:

- Trusted adults may include your parents, caretakers, teachers and the other familiar adults whom you know, trust, and love.
- Trusted adults are concerned about keeping you from harm.
- A trusted adult never asks you to keep a secret about anything that has been done to hurt you or anything that makes you feel uncomfortable.
- Who are the trusted adults that you know? How do you know they can be trusted?

Individualized or Small Group Lessons for the Learning Centers

The teacher may choose to introduce the following unknown substances in the learning centers:

- Unknown Leafy Substances
- Unknown White Powdery Substances

Important: If the children do not bring up drug abuse, use the lesson as presented. If reference is made to marijuana, cocaine, crack, or other drugs, it may be helpful to explain that people who buy and use drugs are putting themselves in danger... *All drugs, unless prescribed by a doctor, are dangerous.*

- Unknown Leafy Substances:

  On a small piece of white tissue paper (like curler endpaper), the teacher places a few pinches of oregano (tea leaves or crushed bay leaves may be substituted).

or

- Unknown White Powdery Substances:

  The teacher uses a metal teaspoon to place a small amount of each of three unknown white powdery substances (flour, salt, sugar) on three small pieces of aluminum foil.

Understandings can be assessed by questions like the following:

— Do you know what this unknown substance is?

— Are you sure?

— Is this unknown substance "good" or "dangerous" for your body?

— Whom should you ask if you do not know, or you are not sure about the substance?

— Who are the trusted adults that you know?

— Why can you trust these adults?

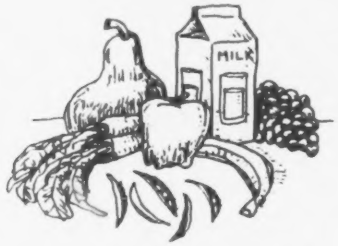
Important: The kindergarten teacher is a careful listener and observer of children. If there is ever reasonable cause to suspect that a child has been abused, mistreated, or neglected, whether due to drug or alcohol abuse or otherwise, the Principal is notified immediately.

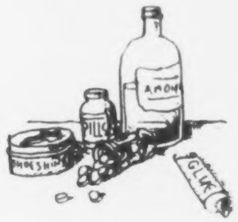
Suggested Independent Activities for the Learning Center

Beginning Writing

Children may be invited to:
- create labels for or draw pictures of:

Healthy Foods **or** **Dangerous Substances**





- "Write" the names of trusted adults.

Dramatic Play

Children may be encouraged to:

- Pretend to be mother, father, or another grown-up at home, who is preparing a healthy meal for the family.
- Pretend to be a grown-up whose child has found a dangerous or unknown substance. "What will you tell your child?"

Art

Children may wish to:

- Draw, paint, or make a collage about:
  - — Mr. Smiley and healthy food.
  - — Mr. Yuck and dangerous substances.
  - — trusted adults whom they know.
- Create posters:
  - — to encourage the eating of healthy foods.
  - — to warn against dangerous substances.
  - — to encourage seeking help from trusted adults.

A Commitment...

The New York City Board of Education recognizes the critical situation facing our society due to the magnitude of substance abuse. The negative impact of drug and alcohol abuse has affected the very fabric of our children's lives, as well as that of their families and our communities. It is therefore a vital responsibility of the school system to provide a city-wide program of cognitive and affective substance abuse education, prevention and intervention services to help all children realize their full potential. This effort must be a collaborative one utilizing the skills[*] and resources of the entire school system with outreach to parents and the community.

The real difference in the drug epidemic will be made by each individual and by educators in particular. How educators respond to other people's drug use, the attitudes they express, and the example they set may have the power to influence others. The teacher, as a drug-free person who does[**] not escape reality, but works to make it better, makes a powerful statement to society.

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[*] Chancellor's Memorandum No. 22, 1988-1989

[**] *Cocaine And Crack - What You Need To Know*, A.M.Washton and D. Boundy, Eslow Publishing Inc., Hillside NJ. 1989

Homeless/Shelter Children

Families with young children are the fastest growing segment of homeless Americans. For many, the basic human need for safe and stable housing has become an unattainable luxury. The dramatic rise in homelessness has been directly linked to the drastic drop in the number of affordable dwellings available to poor and low-income families.

The daily realities of the homeless may include living in:

- temporary housing
- on the street
- in a car
- in a shelter

Moving is a way of life for homeless families. Most shelters do not allow residents to stay longer than 30 days. Others may provide shelter only at night, forcing people to leave during the day. The traditional sense of being rooted in a group or culture is often diminished by the lack of extended family support and virtually no personal belongings, despite the efforts of families to provide love and belonging.

Homelessness itself is very stressful for adult family providers, as are the conditions leading to the loss of a home, such as job lay-offs, eviction, or marital problems.

The denial of an education for homeless children is an additional crucial problem that is faced by many homeless families. For school-age children, just arriving at the school regularly is difficult for the following reasons:

- lack of transportation
- missing documentation (birth certificates, proof of permanent residence, immunization and health records, proof of previous school attendance)
- embarrassment about being homeless and/or fear of being teased by the other children.

The toll it takes on these children is devastating. Classroom teachers, through their own sensitivity to individual needs and with additional information provided by school support services, are aware of the special difficulties faced by children in such situations. Realistic expectations enable the teacher to address the needs and concerns of these youngsters in an appropriate manner.

Because	The Teacher
• Homeless toddlers often are delayed in learning to walk due to the lack of safe places for exploration. . .	• provides many informal opportunities for physical activity such as indoor/outdoor play, music and rhythms, neighborhood walks.
• Very young homeless children often react to the stress of homelessness by regressing back to diapers, bedwetting, thumbsucking, and sometimes losing vocabulary...	• responds in a calm, accepting manner without allowing such situations to embarrass the child or affect the flow of classroom activity. Appropriate support and assistance routines are pre-arranged with other school/classroom personnel, such as the classroom paraprofessional or parent volunteer.
• Homeless children have no place to call their own, few personal belongings, and no intellectual supports such as books, games, or crayons...	• makes sure that each child has a personal storage place, such as a cubby, bin, or box, identified with the child's name and own decorations. Classroom materials, such as books, writing paper, and crayons, may be sent home on a "Lending Library" basis, without singling out the homeless child in a way that attracts unusual attention. The teacher will have reasonable expectations regarding the return of these materials where specific, difficult situations exist.
• Any friends that are made are continually left behind by homeless children...	• sees that the child is included by others in classroom activities and respected as an individual with special skills and attributes. The teacher models "accepting" behaviors, through comments such as: "We're happy you came to our class, Peter. You always help us with your good ideas." A carefully chosen "buddy" can be an extremely helpful strategy for such children, as well as assigninment to a special job, like feeding the hamster.

A Commitment...

To support school and district efforts in enabling this targeted population to receive appropriate services, the New York City Board of Education has established the Office of Students in Temporary Housing. Teachers and other concerned individuals are urged to call this office at (718) 935-4050 for further information.

SECTION XII
ASSESSMENT

"We need to value and affirm our differences. Each of us is unique and special. Our differences, when joined together in a common task, give our group strength. We grow and learn from experiencing each other's differences and commonalities."

— Frances E. Kendall

Overview and Strategies

Assessment is the incorporation of many kinds of data to depict as completely as possible how a child performs, behaves, and functions in both home and school environments.

Assessment must not be haphazard; careful planning is necessary. Early childhood educators are aware that assessment issues can have a serious and sometimes adverse impact on the lives of all concerned. Teachers may occasionally rely on what is commonly known as the "gut reaction" when making an evaluation. This intuitive approach, while sometimes effective, does not ensure the consistent success experienced through well-planned assessment program efforts.

All school children must be viewed as individuals having an intellectual life, a mental capacity, an emotional life, feelings, a social life; as members of a family, as members of an ethnolinguistic community, and, finally, as members of the larger community. It must be emphasized that the linguistically and culturally "different" child is a distinct individual. Teachers and/or evaluators observing such children interacting with the environment must be knowledgable about their culture and language, so that appropriate judgments can be made.

Research shows that the most successful planning for assessment takes place at the school site. Those who will be charged with implementing this plan should be intimately involved with the process. The following questions should be considered:

- What methods will be used to evaluate the needs of the young child?
- What methods will be used to evaluate the success of the school program?
- What methods will be used to evaluate the professional development needs of the staff?
- How will the school support the staff in the implementation of this plan?

Observation and Recordkeeping

Assessment begins, informally, on the first day of school. The teacher's eyes and ears quickly catch helpful clues about the children from a variety of behaviors, including social demeanor, use of language, physical bearing, and style of coping with the unfamiliar environment of the kindergarten.

The teacher should devise some form of recordkeeping system in which to record these early impressions and continuing observations. It is important to establish assessment procedures that can be used *consistently* and *conveniently*.

Through observation the teacher can assess:

- the child's abilities and areas of difficulty.
- the child's interests.
- the child's own learning rate.
- the ways in which the child approaches learning; the child's preferred modality.
- what the child requires to engage in learning.
- how the child interacts with peers and adults and how the demands of the school environment affect the child.
- how the child functions physically in terms of health, vitality, and sensory and motor development.
- primary language.

The teacher can best observe and record by taking a step-by-step approach:

- Focus on one specific area of development.
- Select a daily activity for the observation.
- Record description of child's behavior (date, area, activity).

When children are interacting with the environment or engaged in play, the teacher can make a nonjudgmental note of observed behavior. The habit of sustained recordkeeping will help teachers of young children arrive at an understanding of factors affecting children's behavior. It will be most helpful when the record includes:

- Details that not only describe the action but also reveal how the child feels about that action.
- Details on how the child performs a task or engages in a behavior, as well as when the event occurs.
- The quality as well as the quantity of interactions with people and materials.
- What the child is saying.

The teacher should try to observe and record the children's:

- behavior during routines
- use of materials
- behavior with one another
- relationship with adults
- behavior in a group.

Continuity of observation and recordkeeping enables the teacher to see patterns of behavior emerge over a period of time. These patterns may appear to be steady and predictable or may be in a constant state of change. The teacher uses these patterns to make general statements and recommendations about each child's behavior by noting reactions to different situations and experiences. They may be similar to or different from other children's but, in any case, are true for that child.

The teacher is aware that a child responds to a total situation within a personal, cultural, and linguistic context. This includes people, things, the physical environment, and the demands to be met. Each child will respond as a total person — with thought, feeling, and physical activity. For example:

A child is putting on outdoor clothing. While observing the child, the teacher can consider such questions as:

- What is the stimulus for the activity?
    - How does it happen that the child is dressing now?
    - Did the teacher make an individual request?
    - Did the teacher make an announcement to the class?
    - Did the child notice others and follow suit?
- What is the setting?
    - What is going on nearby while the child is dressing?
    - What is the physical set-up affecting the activity?
    - Who are the significant people nearby and what are they doing?
- What seem to be the child's reactions?
    - Does the child accept the idea? (willingly? cheerfully? with annoyance? silently?)
    - Does the child's linguistic and/or cultural background impact on the behavior?
    - How much interest is shown by the child?
    - Are specific abilities demonstrated?

Suggested Recordkeeping Procedures

Whatever ongoing system the teacher establishes, it should contain a variety of records and observations collected by the teacher and/or the classroom paraprofessional in the course of many activities, including:

- informal interactions with children
- spontaneous and planned observations
- conferences
- direct instructional activities.

Dating each note adds necessary meaning. The value of the following note is largely determined by the date:

> *4/13: Jamara can write his first name now!*
>
> Note-taking, if it is to be helpful, requires thought. The use of apt, descriptive, and impartial language is vital to the lasting value of the record, for example:
>
> *2/25: Robert gets frustrated very quickly.*
>
> conveys a judgment and gives little useful information when compared to the following:
>
> *2/25: Robert did not put the number cards 1-5 in order on the first try; grabbed them, threw them on the floor.*

Tips

- Keep Recording Simple
- Remember to Date Each Piece

Index cards are quick and handy. They can be kept in the teacher's pocket, or in a special place at each learning center. The teacher can quickly jot down the child's name, note the observation and date, and file later.

Betty Jones

12/3 Betty engaged in conversation in the housekeeping area with Juan.

1/25 Betty volunteered to feed the guinea pig for the first time.

A loose-leaf notebook is also easy to use. It should be kept in alphabetical order; one or more pages can be used for each child.

Here are two methods of recording children's choices of learning center activities:

Individual Record

Child____________________

Week of__________________

Mon.____________________

Tues.____________________

Wed.____________________

Thurs.___________________

Fri. ____________________

Group Record

Area: Date:

Children present:

Comments:

Sample Observation Form

Child's name: Jamil **D.O.B.:** 7/10/85
Date of Observation: 10/15/90

Developmental Area	**Activity**	**Description of Child's Behavior**
Cognitive development, problem solving	Puzzles	Man puzzle with 6 pieces. Jamil turns over the puzzle on the table, begins to turn over each piece. Picks up one piece. Says: "Look, face." Puts it down on the table. Picks up another piece and says "legs." Places the two legs in the correct space in the puzzle. Picks up the face piece and puts in the middle. Pushes it to the top until the piece locks in with the border. Picks up another piece and begins to do the same. Places it in the middle and moves it up and then moves it to the side. The piece does not lock in. Picks it up again, looks at teacher and says, "Teacher, teacher, help me."

Interviews

Interviews with individual children provide quick information, as well as extending observations made by adults in the classroom. Some questions which might be asked include:

— What is your favorite television show?
— Do you have a favorite story? What is it?
— What do you like to do best in school?
— What is your favorite thing to do when you're not in school?
— What makes you happy?
— What makes you sad?

When children are interviewed, it is important to use the primary language of use and to keep the tone conversational. The teacher can build on this information by planning classroom activities which relate to children's preferences.

Other Records

There are also forms of recordkeeping in which children become active participants:

- Photographs of children involved in activities, as well as of children's work (as expressed in clay, blocks, and dramatic play), can be placed on bulletin boards or pasted into an album.
- Audiotapes recorded at the beginning, middle, and end of the school year offer insights into language skill development.
- On videotape, the teacher can record a day in the life of a kindergarten class to share with parents at a parents' meeting or an open house.

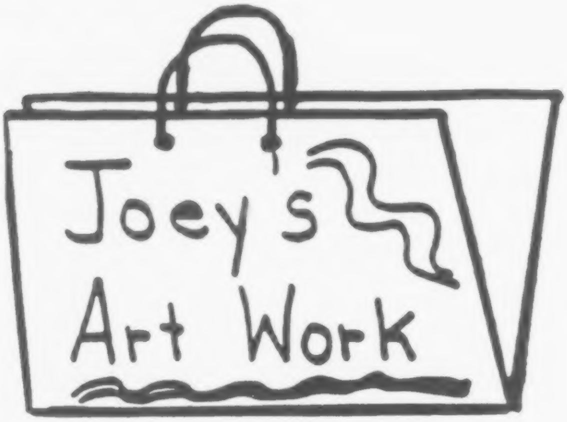
Formal Assessment Instruments and Checklists

Formal assessment instruments are helpful in indicating the children's mastery of specific competencies and requirements. Assessment instruments must be culturally and linguistically appropriate, and should be administered by culturally-literate personnel. This data is indispensable to the program-planning process. It is used to guide the teacher to select plans and procedures that are interesting, relevant, and appropriate for the children. Recorded at regular intervals, checklist-type assessment instruments provide valuable records of children's growth through the kindergarten year. (*See Assessment Checklists below.*)

Individual Work Samples

Along with their value as assessment data, individual work samples expand the value of conferences with parents, offering visual evidence along with the teacher's verbal descriptions and analyses of the child as a learner. Samples are collected regularly, dated, and filed as evidence of the child's interests, abilities, and efforts.

Sample Folder

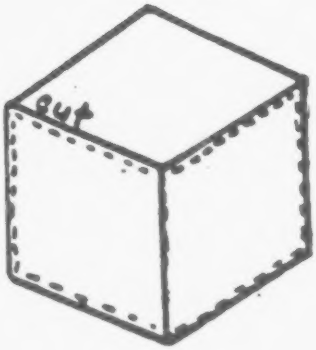


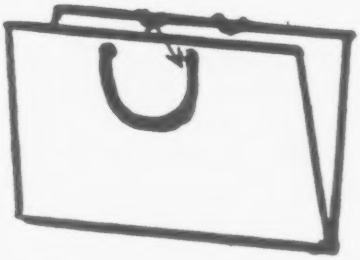
What you need:

- large cardboard box
- cord
- paint, brush

How To Make It:

1. Cut two sides of the box along the dotted line.
2. Punch holes through and attach cord for handles.
3. Have child paint cover.





Questionnaires — Parent Conferences

Children have a variety of social and cultural experiences outside of school. The questionnaire assists the teacher in finding out more about them. The questionnaire may be filled out at a parents' meeting or at an individual parent-teacher conference. The questionnaire and conference should be in the parents' primary language.

- Child's name ______________________
- Wake-up time ________________ o'clock
- After school child goes to:

  School ______ Playgroup __________ Sitter _________ Home __________
- Family activities ___________________
- Favorite foods ______________________
- Favorite stories _____________________
- Favorite toys _______________________
- Pets at home _______________________
- Spends leisure time doing ___________
- Allergies/medical needs, if any_
- Information which might help your child at school ________________

  ____

  ____

  ____

Records of parent conferences and reports to parents provide additional information for the staff, as well as an ongoing record of home/school relations. Notations of parent visits to the classroom, attendance at meetings and workshops, home visits, telephone calls, and volunteer work in the school or classroom enrich the data. Reference to the Home Language Survey conducted at the time of registration, as well as interviews with parents about family customs, favorite television programs, toys, foods, and interests supply additional information to be included in children's records.

Assessment Checklists

Child Assessment Report

This checklist presents in outline form the major aspects of the developmental process which influences the overall functioning of children between the ages of 4 to 6. A checklist can be a useful guide to observation if the following considerations are kept in mind.

1. **A checklist is a reference tool**. Children at any given age can be at varying stages of development in differing areas.

   Each item requires observation and judgment. Items are not presented as achievement norms. Rather, they are observable behaviors that give the teacher clues as to what support children need.

2. **A checklist can be used in a variety of ways:**
   - To study a child with greater specificity.
   - To study a child in cooperation with a colleague or resource person.
   - To study a child in cooperation with parents.

3. **A checklist is limited.** Many complex responses and behaviors can be observed which cannot be recorded here. The teacher's own list of additional items will be valuable.

4. **A checklist is not static.** It should be used over time. Areas of concern will require periodic re-assessment.

5. **A checklist should be supplemented with other information.** Checklists ask good questions. However, the continuing study of children in the class will be strengthened by collection of other data such as:
   - language samples
   - children's drawings, paintings, and clay products
   - dialogues with parents
   - dialogues with the child.

Child Assessment Report

Name of Student ______________________________ Age __________

School ______________________________ Date __________

Class ______________ Teacher ______________________________

I. Physical Development

	Yes	No
The child's health is adequate for regular school attendance and full participation in school activities.	___	___
The child looks well cared for (clean, rested, well-fed).	___	___
The child is able to take care of own possessions and materials at school.	___	___
Gross motor coordination: Child can hop, skip, jump, climb with age-appropriate skill.	___	___

II. Adjustment and Response to School

	Yes	No
Child's behavior is reasonably consistent from day to day, from one part of the day to another.	___	___
Child can manage transitions smoothly.	___	___
Child can attend to tasks in the classroom	___	___
Child accepts responsibility and conforms to limits set up in the classroom.	___	___
Child works independently on tasks on own initiative.	___	___
Child seems to like school in general.	___	___
Child's school behavior is different from home behavior.	___	___
Child bridges gap between home culture and school culture by bringing toys, materials to show at school, and/or bringing products home.	___	___

III. Interpersonal Relationships

A. *Children*

	Yes	No
Child makes contact with other children, and responds to their overtures.	___	___
Child has special friends.	___	___
Peers respond to child with rejection.	___	___
Peers respond to child with acceptance.	___	___

Note: Item judgments must be based on cultural and linguistic appropriateness.

	Yes	No
Child is able to defend self, assert rights.		
Child has a sense of fairness.		
B. *Adults*		
Child demonstrates trust in teachers, including special area staff, assistants, and other authority figures.		
Child's responses to adults are culturally appropriate.		
IV. **Memory, Thinking and Reasoning**		
Child demonstrates a general appropriate knowledge of own world. (examples: days of week, seasons, birthdays, teachers' names.)		
Child remembers what has been taught immediately and over the long term.		
Child can integrate facts and information.		
Child questions information.		
Child seeks new facts.		
Child can express own thoughts.		
Grasp of content about the outside world expressed through actions, verbal expression, use of materials and projects.		
Child attempts to solve problems in interpersonal situations.		
Child attempts to solve problems with materials.		
V. **Interrelationships and Ideas**		
Child has an adequate fund of information for age.		
Child gets involved in "why" questions.		
Child tries to understand cause-and-effect processes.		
Child draws logical conclusions from information.		
Child can generalize experience, abstract it, and apply ideas to other situations.		
Child comprehends information presented orally.		
Child comprehends information presented visually.		
VI. **Use of Materials**		
Child indicates preference for:		
• Unstructured media (crayons, markers, paints, clay, plasticene).		
• Structured media (blocks, puzzles, links, manipulative objects)		
• Outdoor play or gym		
• Cooking		
• Dramatic play		

	Yes	No
• Individual activities	___	___
• Group activities	___	___
• Work with teachers	___	___

VII. **Language Skills: Spoken Language** (in native language, if appropriate)

Child demonstrates understanding of spoken language.	___	___
Child has no articulation problems.	___	___
Child expresses self clearly.	___	___
Child expresses self haltingly.	___	___
Child expresses self minimally.	___	___
Child uses correct grammar.	___	___
Child speaks in sentences.	___	___
Vocabulary: limited	___	___
average	___	___
extensive	___	___
rich	___	___
precise	___	___
Child enjoys language, learning new words, playing with words.	___	___
Child enjoys communicating with peers or adults verbally.	___	___
Content of the child's communication:		
• Personal anecdotes	___	___
• School happenings	___	___
• Fantasies	___	___
• Information	___	___
Child participates in class discussions:		
• Spontaneously	___	___
• Needs to be called upon	___	___
• Answers direct questions	___	___
• Shares information and ideas	___	___
• Reasons and solves problems	___	___

VIII **Special Characteristics of Child**

Does child have special abilities, talents, and interests?	___	___
How and when does child pursue them? Individually, or with others?	___	___
What are child's concerns and questions?	___	___
What personal qualities make this child a unique individual?	___	___
Are there any areas of potential concern about this child?	___	___

Reading Assessment Progress Chart

Reading Assessment Progress Chart was developed to assess the reading progress of individual children in the kindergarten, first, second, and third grades. The individual record sheet is a checklist of behaviors with squares to be marked as the teaching team observes indicators of the child's strengths. The three columns on the right-hand side of the page are for recording teacher observations during the designated assessment periods.

Marking Procedures:

1 — leave blank those items which cannot be immediately identified. ☐

2 — Mark with a single line "/" to indicate beginning work in this area. ⧄

3 — Mark with an "X" when behavior is readily exhibited by the child. ☒

*Reading Assessment Progress Chart**

Child's Name:____________________ Kindergarten Class:______________________ 19_ -19_

Reading Checklist	**1st**	**2nd**	**3rd**
1. Listens to stories with interest and pleasure.			
2. Often looks at books and pictures.			
3. Is curious; asks when, why, where, how questions.			
4. Is alert to sounds in the environment as cues; sirens, spoken directions, words to songs.			
5. Uses new words when talking of class activities.			
6. Tells of own experiences, ideas, and feelings.			
7. Replies and reacts to questions with understanding.			
8. Participates in speaking activities and games.			
9. Speaks coherently enough to be understood without further questioning.			
10. Seeks and/or discovers information in pictures in books.			
11. Expresses personal associations to stories and pictures.			
12. Uses class discussions, stories, or experiences as part of dramatic play.			
13. Uses words to solve social problems.			

Note: Item judgments must be based on cultural and linguistic appropriateness.

* Adaptation of ***Individual Reading Assessment***, Project Follow Through, Bank Street College.

Reading Checklist	**1st**	**2nd**	**3rd**
14. Takes roles in dramatic play using appropriate words and tones.			
15. Follows one-step oral directions.			
16. Follows two-step oral directions.			
17. Follows three-step oral directions, e.g., Look for your name on the job chart. Figure out what your job is. Decide when you should do the job.			
18. Uses picture context as clues to insert puzzle pieces.			
19. Retells a simple story in sequence.			
20. Speculates probable next event in a sequence.			
21. Identifies, recalls, discusses strong ideas or affect of stories read aloud.			
22. Uses new words and terms when talking of all activities.			
23. Enjoys and participates in discussion.			
24. Asks to have own stories written down by an adult.			
25. Understands left-to-right aspect of looking at words.			
26. Reads own dictated stories.			
27. Copies own dictated stories.			
28. Recognizes "word bank" words in other contexts.			
29. Often tries to read sight words, experience charts, labels, etc.			

Reading Checklist	**1st**	**2nd**	**3rd**
30. Looks for clues when coming upon an unfamiliar word.			
31. Follows one-step written directions.			
32. Hears rhyming words.			
33. Can play games stressing initial sounds and letters.			
34. Can play games stressing final sounds and letters.			
35. Writes upper- and lower-case letters.			
36. Writes words when spelled by adult.			
37. Regularly uses spelling book of own words.			
38. Regularly adds to collection of reading words ("word bank").			
39. Names the letters of the alphabet and associates them with their sounds.			
40. Recognizes the single consonant sounds and the three most common diagraphs (sh, ch, th) at the beginning and the end of words.			
41. Demonstrates awareness of consonants and digraphs with medial vowel patterns.			
42. Recognizes consonant clusters - bl, tr, etc.			

Teacher Comments

Accomplishments (books read, etc.) and Recommendations

Kindergarten Teacher:____

Kindergarten Assessment Checklist

Adapted from *The New York Child Development Scales**

The New York Child Development Scales deal with behaviors that can be observed by the teacher during school hours and which apply specifically to classroom situations. Items in the scales address themselves to personal independence, interpersonal relations, language, and motor development. The teacher should combine results of the scales with information from other sources in order to gain knowledge and understanding of the whole child; plans for the individual child can then be developed accordingly.

The New York Scales list items which have been statistically normed as characteristic of children aged three through eight years. In the adapted *Kindergarten Assessment Checklist,* items for age levels three through seven and eight years have been combined and listed in hierarchical order to accommodate the range of maturational levels of kindergarten children. The individual child does not reach all the items on any one scale at the same time; the child generally exhibits behavior items scattered over several age levels. Similarly, the child may be found to be more advanced on one or more of the scales than on the others.

Items should be checked only if the teacher, through systematic observation, has accumulated sufficient evidence to make reliable judgments.

**The New York Child Development Scales*, Board of Education of the City of New York, Bureau of Educational Research.

Kindergarten Child Assessment Checklist

Name ____________________ School ___ Borough ________ Class __________
Boy ________ Girl __________ Teacher ______________________________
Date of Birth ____________

Scale A: Personal Independence	**Date**	**Date**	**Date**	**Date**
Unfastens and takes off coat or jacket without assistance.				
Goes to toilet alone; may need some help with clothing.				
Gives full name.				
Helps put toys away, perhaps only as game with adult.				
Occupies self with toys in playground or yard without constant supervision.				
Puts on coat and fastens it without assistance.				
Takes care of toilet needs independently.				
Replaces toys and work materials, does simple routine housekeeping tasks in classroom; may need constant encouragement and frequent reminders.				
Evaluates own behavior; probably praises self and products uncritically.				
Shows judgment of difficulty of various activities; generally under takes those within own ability, although may need some help.				
Accepts responsibility for cleaning workplace, and for replacing materials; may need encouragement.				
Begins to show discrimination in evaluating own performance; wants product to conform to original idea and to function crudely.				
Wants to finish what is begun, if the work is interesting and within ownability, even if it takes several days.				
Gives home address.				
Is independent in dressing, including putting on rubbers and boots.				

Note: Item judgments must be based on cultural and linguistic appropriateness.

Scale A: Personal Independence Continued	**Date**	**Date**	**Date**	**Date**
Can go to school without an adult if there are no dangerous crossings.				
Carries out class routines like distributing work materials, milk, etc.				
Works independently for half hour or more on block construction, painting, etc., if given free choice of familiar activities.				
Finds in the classroom or at home pictures appropriate to the class topic of study; this is done voluntarily or by assignment.				
Shifts from one job to another according to plan without reminder.				
Begins to judge products as to levels of skill and craftsmanship.				
Begins simple concrete planning with a group under adult guidance.				
Refers to books and magazines in the class collection to find very simple information, using both pictures and text.				
Finds rooms anywhere in building if numbers are given.				

Scale B: Interpersonal Relations	**Date**	**Date**	**Date**	**Date**
Has attained consciousness of self; thinks and talks mostly in terms of *I* or *me*.				
Begins to play with, rather than alongside, another child.				
Begins to take turns if waiting period is short, but may frequently hit, grab, push to get what is wanted.				
With adult guidance, begins to share, but may frequently cry, hit, have temper tantrums when deprived of wants.				
Takes role of animals or people in dramatic play.				
Plays cooperatively with another child; there is definite although not necessarily continuous interaction between them.				
Seeks status in group; may do this by giving outstanding performance or by bragging or showing off.				
Uses spoken requests to get what is wanted, although hitting and snatching may still be frequent.				
Generally accepts an alternative for something that is wanted but cannot be obtained.				

Scale B: Interpersonal Relations continued	**Date**	**Date**	**Date**	**Date**
Suggests taking turns, although may not carry through the process consistently.				
Plays cooperatively with group of two to five children; interaction is not necessarily continuous.				
Sustains for long period interest in dramatic play with others.				
Comforts other children when they cry or have been hurt.				
Shares tools and equipment voluntarily with others within organized work group.				
Expresses anger; form of expression begins to be verbal rather than physical.				
Plays group games with simple structure and rules, as in tag, jumprope.				
Expresses anger, usually in words rather than physically.				
Takes initiative in helping younger or less able children in classroom routines.				
Enacts in detail the functions of neighborhood workers — the mail carrier, firefighter, grocer, etc.				
Notices and makes comments about the contributions and productions of other children.				
Shows loyalty to a small group of children; chooses its members for voluntary group activities.				
Adheres strictly to group-made rules of conduct for games or classroom activities; will not tolerate exceptions.				
Evaluates criticisms by other children and accepts constructive suggestions.				
Expresses common adult opinions about personalities in the news.				
Enacts role of adult hero or heroine in narrative sequences drawn from stories or motion pictures.				

Scale L: Language	**Date**	**Date**	**Date**	**Date**
Begins to talk in short sentences (three or four words).				
Keeps up a continuous monologue regarding the things seen and done.				
Asks "What's that?" "What's your name?" Repeats answer until new word has been added to the vocabulary.				
Relates incidents in simple terms with few details.				
Uses sentences averaging five or six words.				
Plays with sounds; makes up nonsense words and rhymed syllables.				
Uses numbers without necessarily understanding their meaning.				
Asks "How?" and "Why?" repeatedly, more to establish relationship with the adult than to obtain information.				
Talks to other children; probably does not expect a reply.				
Articulates clearly all sounds; possible exceptions th, zh, wh, triple consonants like str, sts.				
Reports in some detail events recently experienced or witnessed.				
Adapts language to role of mother, father, etc., in dramatic play.				
Recognizes and gives correct name for common colors.				
Asks questions for the definite purpose of obtaining information.				
Uses fairly accurate grammatical forms.				
Uses some compound and some complex sentences.				
Uses polysyllabic words such as *elevator, apologize*.				
Retells a complete story like *The Three Little Pigs* or *Goldilocks* with events in sequence.				
Adjusts language to fit roles of storybook characters in unrehearsed dramatizations.				
Has mastered the mechanics of articulation.				
Uses sentences with grammatical structure roughly approximating that of the adult; uses all parts of speech.				
Contributes to interchange of ideas in sustained conversation.				
Is aware of humorous possibilities and double meanings of words; enjoys puns.				
Uses idiomatic expressions such as *raining cats and dogs*.				

Scale M: Motor Development	**Date**	**Date**	**Date**	**Date**
Goes down stairs alone; probably with same foot leading on each step.				
Climbs, swings, jumps, slides; uses playground apparatus.				
Hammers peg in hole with wooden mallet.				
Strings one-inch wooden beads on shoelace.				
Scribbles with crayon; probably grasps crayon in fist.				
Descends stairs, feet alternating; may need support of railing or adult's hand.				
Runs nimbly, turns corners easily, stops readily.				
Skips; may drag one foot.				
Carries cup of water, three-quarters filled, without spilling.				
Places large blocks to erect simple facades of houses, boats, etc.				
Goes up and down stairs, feet alternating, without need for holding railing or adult's hand.				
Runs, jumps, gallops, sways in time to music.				
Skips, using feet alternately.				
Places large blocks to make surface plans having right angles; e.g., floor plans of house.				
Cuts and pastes simple forms.				
Controls direction and speed of running as in games like *Tag, Squirrels in Trees.*				
Throws ball overhand, shifting weight from one foot to the other.				
Places blocks with precision and alignment to make complicated three-dimensional structures.				
Holds pencil in fingers in adult fashion; grip may be tense.				
Draws from model a true likeness of a three- or four-sided straight-line figure.				
Bounces and catches ball with one hand.				
Executes series of controlled movements as in hopscotch, ball-bouncing routines, ball games.				
Uses simple tools to make recognizable articles from cardboard, drawing paper, cloth, etc.				
Ties firm knot and bow, as in shoelaces.				
Writes a few simple words without model; spelling may be incorrect.				
Has gross body control as in balancing and jumping from heights, climbing or performing simple stunts.				
Throws a ball with fair aim.				
Makes well constructed usable objects in woodwork, arts and crafts.				
Shows dexterity in fine hand movements as in carving, sewing, weaving.				
Shows ease in writing movements; hold on pencil is not unduly tense.				

The Chapter 53 Screening Program

- **What is screening?**

  Screening is a part of the ongoing assessment and evaluation component of an effective early childhood program.

  For the purpose of this manual, screening is defined as a preliminary method of distinguishing from the general population those pupils who may possibly have a handicapping condition or who may possibly be gifted. As screening is a quick method of assessing a student's overall performance, it should not be viewed as an in-depth method of assessing development. Screening is intended to be a "quick look" at a child to see if a "second look" might be indicated.

- **What is the law?**

  Section 3608(a) of Chapter 53 of the New York State Education Laws of 1980 requires local school districts to screen all new entrants to identify those students who may possibly be gifted or may possibly have a handicapping condition.

- **Which areas of development must be screened?**

  Screening must be designed to obtain preliminary information regarding a child's development in the following areas:

  — Physical development

  — Cognitive development

  — Receptive and expressive language development

  — Articulation skills

  — Motor development.

- **What is the intent of screening?**

  The intent of screening is the early identification of the special needs of children, in order that appropriate instructional programs are planned and implemented. It is crucial that the screening process be conducted in the child's primary language of use, by qualified, culturally-literate personnel. It is one of the many sources of assessment information which are used when decisions are made about what is best for young children.

- **How is diagnostic screening conducted?**

  Diagnostic screening is conducted:

  — by persons appropriately trained and qualified;

  — by qualified, culturally-literate personnel in the child's native language, if the primary language is other than English;

  — with a screening test that focuses on the child's ability to acquire skills.

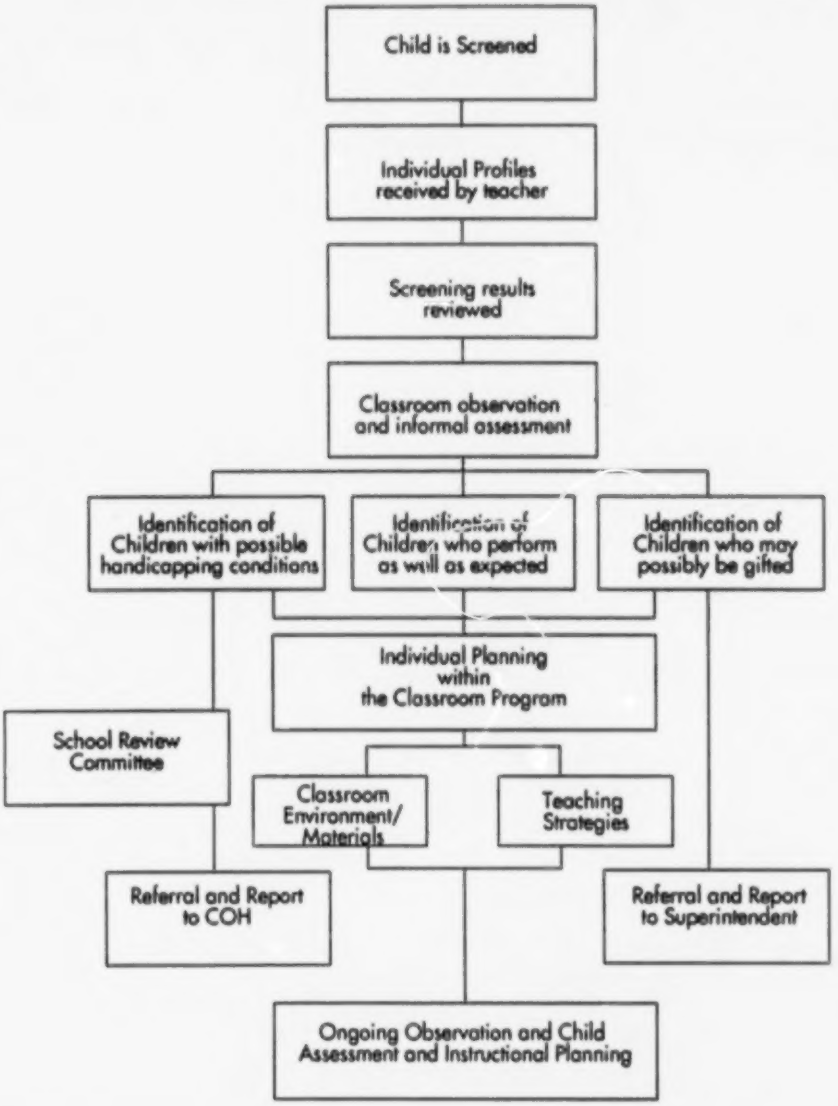
- **How are the results reported?**

  The results are reported on the individual profile, which includes a summary sheet of the child's total cognitive subtest performance, as well as performance in gross motor skills, expressive and receptive language and copying/writing. A health status report containing information on the medical examination, immunizations, hearing, and vision is also included in this profile.

- **How does the classroom teacher use the screening results to further evaluate the child and to plan instruction?**

  Information obtained from the screening that calls attention to a particular developmental area may be viewed as a "flag," signifying that a closer look is indicated. Throughout the weeks immediately following screening, the teacher uses the results to help structure observations and informal assessments. The intent of these activities is to expand and clarify a picture of the whole child for the purpose of accurate ongoing evaluation and appropriate program planning.

Chapter 53 Screening - Instructional Program Planning


Child is Screened
Individual Profiles received by teacher
Screening results reviewed
Classroom observation and informal assessment
Identification of Children with possible handicapping conditions
Identification of Children who perform as well as expected
Identification of Children who may possibly be gifted
Individual Planning within the Classroom Program
School Review Committee
Classroom Environment/ Materials
Teaching Strategies
Referral and Report to COH
Referral and Report to Superintendent
Ongoing Observation and Child Assessment and Instructional Planning

Item judgments should be based on child's performance in native language.

Observations should be based on cultural and linguistic appropriateness.

Children With Special Needs

The kindergarten teacher prepares a stimulating yet structured environment which is designed to foster the academic, physical, and emotional growth of each child. Instruction is multicultural in scope, broad in its themes of study, and varied in its use of multi-sensory experiences. The teacher challenges the children's natural curiosity and is mindful of individual learning styles and rates of development.

Often the rate of development is uneven. For example, a child may display good communication and social interaction skills with peers, and at the same time experience difficulties with fine motor and/or gross motor activities. However, most of the children's abilities will cluster around the five- to six-year-old developmental stages. A few may benefit from many Type III enrichment activities (See *Educational Enrichment— Excellence for Everyone* below); a few may have special needs and require alternative teaching strategies and modified instruction.

Special needs include:

- specific health problems
- physical disabilities
- difficulties in adusting emotionally
- language processing difficulties
- learning problems

Some children with special needs may exhibit one or more behavioral characteristics which are typical and quite acceptable in younger children, such as repetitive speech patterns, continual movement, negative self-assertion, or poor impulse control. In those cases, the teacher may want to choose a broad range of activities to enhance both self-esteem and learning potential.

The kindergarten classroom environment extends the children's initial concepts of the self beyond the accumulated experiences of the home, and promotes continued opportunities for positive interactions within a larger social framework. The teacher, as role model, conveys the message that all the children, regardless of outward appearances or abilities, are valuable human beings to be treated with dignity and respect. Acceptable modes of behavior, which the children can imitate, are demonstrated. These include:

- **Concern for the Feelings of Others**

  The teacher's friendly "Good Morning," smile, choice of words, tone of voice, facial and bodily expressions, set the tone for the day. Minor mishaps and infractions of rules are corrected quietly or privately whenever possible.

- **Acceptance of Individual Differences**

  Children may notice differences in each other's abilities and appearance. The teacher responds matter-of-factly: "Yes, Kim needs a quiet place to calm down"; "Rowena, try this easier puzzle first"; "I need my glasses when I read. Glasses help me see the small print better." Youngsters learn in a non-threatening atmosphere that it's okay to have special needs.

- **Support for the Insecure**

  For those who are afraid of failure or have previously been ridiculed, the teacher's availability and encouragement will provide welcome support for faltering first steps. "I'm here to help you"; "Just try your best"; "This book is a special story just for you"; "If you need help, Carlos might be able to help you." Simple statements like these may boost the disheartened youngster to renewed efforts.

Individual Assessment of Special Needs

Finding the time for individual assessment of a child with special needs while continuing the scheduled activities of the kindergarten classroom may, at first, appear to be an overwhelming task. However, the teacher can register specific needs and pinpoint the most effective modes of instruction while maintaining the regular flow of full-group activities.

The Special Education Training and Resource Center (SETRC) lists five developmental steps which can be adapted to teaching any concept. Reference to these steps will aid in the assessment and planning of developmentally appropriate materials and activities for children with special needs:

Developmental Learning /Teaching of Concepts

The following five developmental steps can be adapted to teach any concept.

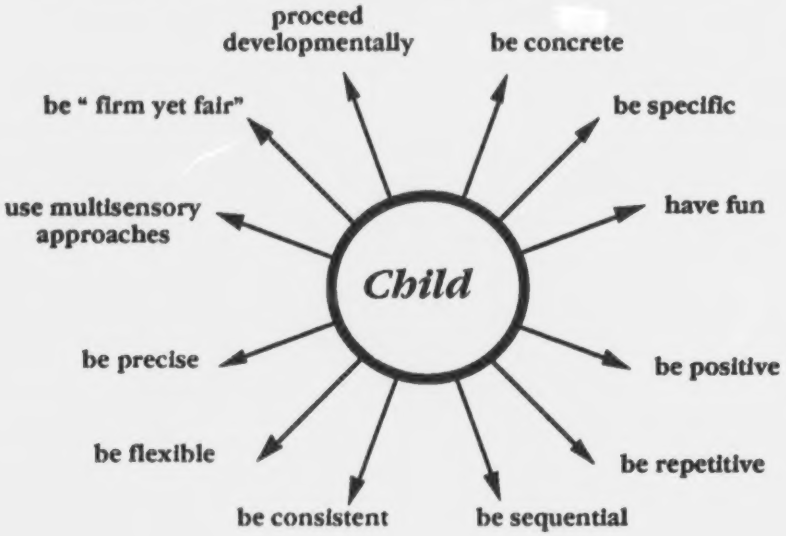
Direct Experience	1. The introduction of new concepts begins with the physical *manipulation of real objects* in the child's immediate environment (such as tables, chairs, books, etc.). Using oral language children, describe their explorations with the materials.
Concrete Materials	2. The second phase involves varied interactions with *manipulatives* (toys, flannelboard pieces, games, puppets, etc.) concurrently with the use of oral language. Encourage retelling of stories using manipulatives.
Representational Material	3. The third phase uses *two dimensional materials*, such as photographs, films, filmstrips, to further reinforce the concept being learned. Children are encouraged to describe the process verbally.
Abstract Material	4. The fourth phase utilizes only *abstract symbols* (letters/words) to illustrate the language process. This can include picture/word cards, games, library books. Children use oral language to describe the activity.
Extending Concepts	5. During the fifth phase, the children can be provided with *many opportunities to apply the newly learned concepts* in a variety of contexts, using oral language concurrently (sentences, stories, games, wipe-off cards, sequencing story events on sentence strips).

Assessment of Developmental Stages of Learning

Child's Name	**Activity**	**Development Stage Preferred By Child**				
		Direct Experience	**Concrete Materials**	**Representational Material**	**Abstract Material**	**Extending Concepts**
Tania	Story Time: Teacher reads *Peter's Chair* by Ezra Keats	I • Child places chairs around the table in house-keeping center	II • Child arranges toy chairs in doll house	III • Child finds pictures of chairs in a furniture catalogue	IV • Child matches word card to chair	V • Child expands III and IV • Makes a picture story about chairs • "Writes" words and sentences about chairs • Retells the story

Children with special needs will generally prefer, and benefit from, many reality-based experiences with reinforcement through the use of concrete manipulative materials. The child will begin to imitate the oral labels and descriptions the teacher assigns to objects and experiences in a manner similar to the process of speech acquisition by an infant in the home. Additional techniques are outlined on the following chart:

Techniques for Working with Special Needs Children


proceed developmentally
be concrete
be " firm yet fair"
be specific
use multisensory approaches
have fun
Child
be precise
be positive
be flexible
be repetitive
be consistent
be sequential

When the child does not benefit from all the alternative strategies, and the difficulties persist, the teacher should consider whether the child may have a handicapping condition that is interfering with educational performance. **The most important decision a teacher can make about a young child is the decision to refer.** Since a referral leads to evaluation for special education, the teacher must be *sure* that the child's difficulties are not part of normal development which can be handled in the kindergarten classroom with some modification of the curriculum. Before a referral is made, the teacher should consult with the principal and/or immediate supervisor to discuss every resource which can be used to support the child in general education. If the teacher suspects the child has a handicapping condition, a referral can be made to the Committee on Special Education (CSE) according to established procedures. Once a referral is made and parental consent for evaluation is obtained, the child will be evaluated by the School Based Support Team (SBST).

While awaiting the evaluation, the teacher continues instruction, making adaptations where appropriate and documenting any changes in the child's behavior. These notations will be vital to the process of identifying the most appropriate classroom setting for each child's individual needs.

Educational Enrichment: Excellence for Everyone

Current thought on giftedness is based on the evidence that the most productive persons in our world cultivate quite different qualities of mind. It makes no more sense to compare Einstein in physics to Woolf in literature, Stravinsky in music to Freud in psychology, Picasso in painting to Ailey in dance, or any of these profoundly creative men and women to world leaders like Ghandi, Roosevelt, or Mao, than it does to compare the taste of appetizers to salads, desserts to main dishes, or any other course to wine. We will not make this error with children. Children are wonderfully diverse. They look different, they have different personalities, and their minds operate best in different categories of thought.

There is no single quality of mind that should be labeled "intelligence." Accumulating scientific knowledge demonstrates that human beings have evolved to carry out different forms of thinking. A person might be quite strong in one form of thinking; this does not necessarily carry over to other forms of thought.

Society has given preference to *linguistic* and *logical-mathematical* intelligences. According to Howard Gardner in *Frames of Mind*, equal significance must be accorded to *musical, spatial, bodily-kinesthetic, interpersonal,* and *intrapersonal* intelligences. Woolf, Einstein, Stravinsky, Picasso, Ailey, Ghandi, Freud, Roosevelt, and Mao were geniuses, but none of them excelled in *all* of the seven intelligences.

Not everyone has the same interests and abilities, nor do all of us learn in the same way. Furthermore, no one person can learn all there is to learn. All children have gifts which can be nurtured and brought to fruition. The schools must match individuals with various wholesome options from the life styles as well as the workplaces available in our multicultural society.

Educational enrichment is a commitment to the children in the New York City public schools to expand their vistas, to build their intellectual power, and to nurture their unique abilities and their self-esteem. All children can be exposed to complex situations and helped to:

- develop effective exploration strategies.
- choose which elements to explore.
- develop the necessary skills for exploring the chosen elements.
- conduct investigations with joy, depth, and persistence.
- communicate every stage of the exploration process.

The selection of enrichment strategies for children must be based on personal observations, and not on scores alone. Assessment must be based on an individual profile of intellectual strengths which suggest options for future learning. Drawing on this assessment, teachers can help every child to combine strengths in a way that is satisfying at school, at home, and personally. No opportunity for stimulation or cultivation of mind is to be left unexplored for any child in the New York City public schools.

The developmental multiple definition of gifted behaviors creates new possibilities for children and teachers. For the young child, it implies an expansion of opportunities for recognition and inclusion. For the kindergarten teacher, it allows the planning of enriched experiences, as well as ongoing observation of participating children. It requires acceptance of different kinds of strengths, and the personalized nurturing that encourages children to demonstrate and share their abilities with friends, family, and community.

In order to implement this approach, a differentiated curriculum can be designed to include the processes of inquiry, creative and productive thinking, aesthetic experiences, and problem exploration. This curriculum is one that proceeds from the regular curriculum, explores it in depth, extends it in time, expands it in context, and varies it in structure.

Many community school districts have district-wide curriculum practices for homogeneous gifted and talented classes. The practices and curricula for these classes can and should be extended to all children.

Reaching The Gifted, Grades K-6 provides lesson plans for the academically gifted in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills, as detailed by Benjamin Bloom[*]: analysis, synthesis, and evaluation. It is stressed that children require knowledge and adequate comprehension in order to engage in higher levels of thinking. Frank Williams' model[**] for curriculum instruction is used to label those experiences which stimulate creativity, divergent and fluid thinking. *Reaching the Gifted* is a valuable resource for the teacher of gifted children and contains many ideas which should be applied by all kindergarten teachers to all students.

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[*] Benjamin Bloom, The Taxonomy of Educational Objectives - Cognitive Domain (New York: David McKay, 1956). Cited in *Reaching The Gifted.*

[**] Frank E. Williams, *A Total Creativity Program for Individualizing and Humanizing the Learning Process* (Buffalo, New York: D.O.K. Publishers, Inc., 1980). Cited in *Reaching the Gifted.*

Educational Enrichment Initiative

The citywide enrichment initiative reflects a major effort by the Educational Enrichment Unit, Division of Instruction and Professional Development of the New York City Board of Education to develop an instructional design which recognizes that every student in every public school is capable of achieving excellence in many areas with appropriate support. The initiative design offers a total program which enhances the regular curriculum and addresses individual needs in the classroom while organizing out-of-class enrichment experiences and opportunities for individual pursuits. The aim of this total program design is to develop qualitative differentiated programs which focus on self-directed, advanced-level learning; critical, creative, and productive thinking strategies; and the application of these learning and thinking strategies to a variety of academic and creative endeavors.

The citywide enrichment initiative builds upon the philosophy of the Enrichment Triad Model[*] and Howard Gardner's theory of multiple intelligences outlined above. The Enrichment Triad Model is structured into the three components of enrichment activities which follow:

Type I Enrichment Activities

Type I Enrichment Activities are those strategies designed to bring the young learner in touch with a specific topic, area of interest, and first-hand learning experience. Through Type I exposures, children have the opportunity to learn about new topics and ideas which lead to further study and investigation.

Type II Enrichment Activities

Type II Enrichment Activities are those instructional techniques, materials and methods which engage the young learner in higher-level thinking and processing skills. These processes include skills such as problem solving, critical and analytical thinking, divergent thinking and creative thinking. Type II Enrichment allows young learners to expand and develop their thinking processes to the highest level.

The Talents Unlimited program is an example of a Type II Activity. The Talents Unlimited activities encompass such skills as divergent thinking; brainstorming; and critical, creative, and analytic processes. Talents Unlimited acitvities afford *every* child in the classroom the opportunity to develop and apply higher-level thinking skills within the academic curriculum.

The program progresses through five talent areas in the course of the school year: Productive Thinking, Communication, Forecasting, Decision Making, and Planning.

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[*] Joseph Renzulli, *The Schoolwide Enrichment Model*, Creative Learning Press.

Type III Enrichment Activities

Type III Enrichment Activities provide children with the opportunity to utilize and expand the knowledge and experience gained in Type I and Type II activities. Utilizing their new-found knowledge, children can investigate, research and develop a problem or topic using appropriate methods of inquiry. Type III activities engage children in individual or small group projects. where children become the authors and originators of new ideas, products, and activities.

In order to nurture gifted behaviors in young children, the classroom teacher must create a learning center approach which encourages children to be self-directed learners and creative producers.

The classroom teacher needs to:

- create an environment within the regular classroom in which children may pursue independent interest-related study (Type III activities).
- provide children with appropriate resources and materials to introduce and reinforce the learning-how-to-learn skills necessary for independent investigations.
- provide time within the school day for children to work independently in learning centers.
- provide children with support and positive reinforcement as they engage in independent investigations.
- assist children in an evaluation of process and product.

In order to increase opportunities for student exposure to enriching experiences, a menu of programs has been developed as components of the enrichment initiative. These programs utilize community resources to facilitate educational opportunities for children, parents, and educators.

Through the Citywide Educational Enrichment Iniative and the utilization of the Enrichment Triad Model every public school can broaden vistas, build intellectual power, improve the identification of student potential, and differentiate experiences for nurturing self-actualization behaviors in all children.

Teachers may utilize the following checklist in observing and identifying gifted behaviors:

Kindergarten Checklist

1. County ______________________ 3. School ______________________

2. District ______________________ 4. Teacher ______________________

When compared with other children in the kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class and those with limited English proficiency. Do not exclude any child because of speech defect or handicapping conditions.

1. Has unusually good vocabulary in English or home language, if appropriate
2. Has ideas which are often very original in one or more areas (e.g., block play, free activities, art, rhythms, sharing)
3. Is alert, keenly observant; responds quickly
4. Has an unusually good memory
5. Has a long attention span in activities of individual interest
6. Recognizes, on own, some words in books on the browsing table
7. Uses longer sentences
8. Reasons things out; thinks clearly, recognizes relationships and patterns, comprehends meanings
9. Is curious about many activities and places outside immediate environment and/or experience
10. Is a leader in several kinds of activities, or is able to encourage others to work toward desirable goals
11. Has outstanding talent in special area(s) such as mathematics, storytelling, art, music, rhythms, dramatics (Indicate area(s) of talent.)
12. Has a strong sense of self

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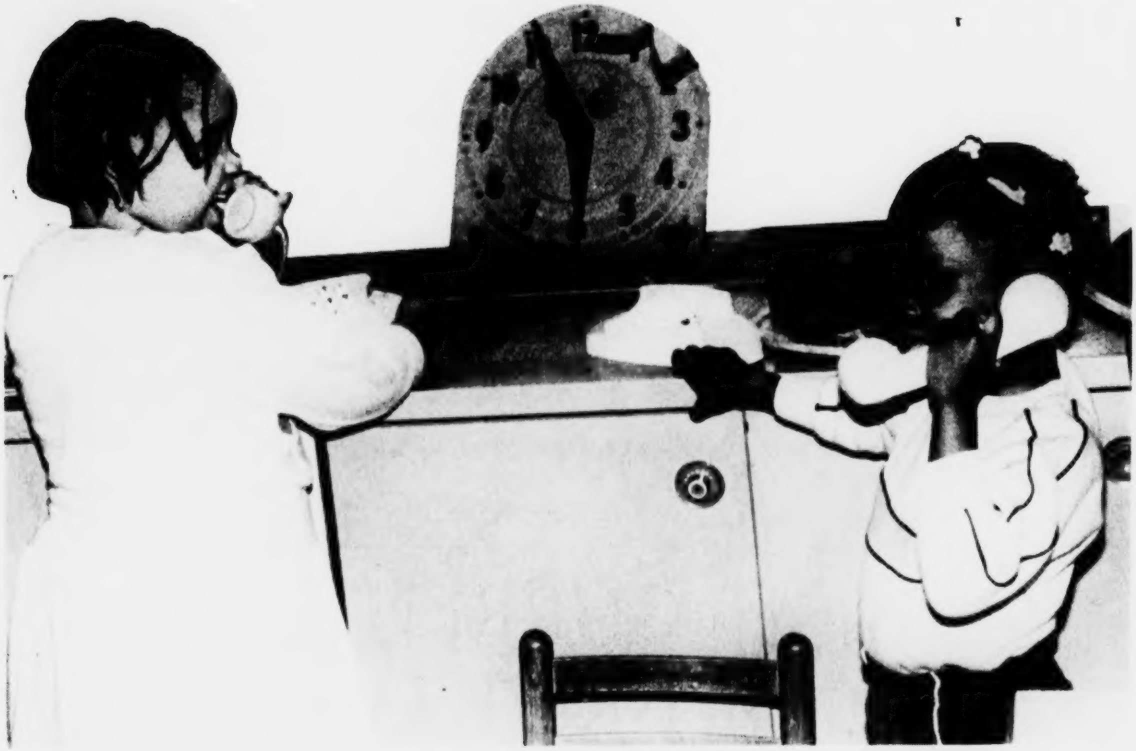
If there are any children who exhibit even one of the above characteristics in an extraordinary degree, please list their names below. Following each name, list by number all characteristics that fit the child:

Child's Name	Characteristics (Indicate by number)
1. ______________________	______________________
2. ______________________	______________________

SECTION XIII
CURRENT ISSUES: A BRIEF OVERVIEW

"There is one thing stronger than all the armies in the world, and that is an idea whose time has come."

— Victor Hugo



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Current Issues: A Brief Overview

*Multicultural Education**

The concept of multicultural education can be described as an approach which promotes an appreciation of ethnic, cultural, racial, and linguistic diversity. It is hoped that this approach will enhance feelings of self-respect and self-worth within the entire school community: teachers, administrators, children, and parents.

James Comer (1989) discusses the ways in which racism affects child development. He writes that early childhood educators need to forestall the inculcation of racist attitudes and values before they become embedded in a child's consciousness, since they are more difficult to break than to prevent. Young children try to behave in ways that they know will please adults, and adult approval gives the child a feeling of success and self-confidence. In this way, parents and educators influence young children by modeling appropriate demonstrations of their own attitudes, values, and expectations.

According to Comer, at around three years of age, a child becomes aware of racial differences; so it is at this age that we need to begin nurturing children's positive feelings about their own, as well as other, cultural groups. Multicultural education provides a positive attempt to counter attitudes to which children are exposed — from others, from books, television, and the media. Comer attributes many of today's negative perceptions to past history and its impact on specific groups of people. Early childhood educators, he says, are the primary models for young children, and therefore need to be trained and sensitized to protect children from attitudes and conditions that interfere with their development.

Asa Hilliard (1990), in a similar expression of concern, writes that while our country is growing more pluralized, not all racial and cultural groups share equal access to opportunities for quality education. Hilliard believes the mission of public schools is to provide all students with a high-quality education that will enable them to function successfully in an interdependent, multi-ethnic, multicultural world. His suggestions for accomplishing this mission include:

- valuing diversity and difference.
- eliminating inequities in education.
- increasing the pool of minority role models and teachers.
- developing and implementing multicultural curriculum that is not just an "add-on" supplementary program, but one that includes grades K-12 and all subject areas.
- improving pedagogical practices.
- elevating the self-esteem of all children.
- teaching character development.

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*See *Bibliography* for books and articles cited.

The concept of multicultural education has changed over the past twenty years. What began in the 1960s and 1970s as ethnic studies which focused on individual cultures began to take on new meaning in the mid-1970s. Multicultural education became a process approach as learning experiences were developed to reflect and celebrate the diversity to be found in the classroom and in the world.

Among other pioneers in the field, Patricia Ramsey, Edwina Vold, and Leslie Williams (1989) wrote that the implementation of the multicultural perspective in early childhood needs to begin with an understanding of culture, child development, and politics. When teachers study the children in their classrooms, awareness of the social, cultural, and economic context of their lives will help in planning and developing appropriate programs and using suitable materials.

Ramsey, Vold, and Williams agree that multicultural education requires a deep personal commitment by teachers and administrators. It requires a change in attitudes and beliefs, as well as ongoing evaluation of programs, curricula, teaching strategies, and teacher education, including careful research on the effectiveness of multicultural education in our classrooms. Many curricula, methodologies, and materials have been developed over the past several years, including ***It's a Small World: A Multicultural Kindergarten Curriculum,*** developed by the New York City Board of Education.

*Developmentally Appropriate Education**

David Elkind (1986) writes that inappropriate formal teaching techniques and over-emphasis on the achievement of narrowly defined academic skills are the result of misconceptions about how young children learn.

Elkind states, "Given the well-established fact that young children learn differently, the conclusion that educators must draw is a straightforward one: the education of young children must be in keeping with their unique modes of learning."

In 1986, the National Association for the Education of Young Children (NAEYC) adopted a position statement, outlining the ways in which young children learn best, supported by the belief that each child is unique and develops as an individual at varying rates along a developmental path.

Elkind, Piaget, Montessori, and other theorists posit that young children learn by doing. Their concepts, skills, and undestandings grow through their experiences with people and objects in the world around them . The NAEYC states that the quality of an early childhood program is determined by the degree to which the program is developmentally appropriate.

Recent research in language development indicates that formal exposure to language is not enough; children need to learn in age-appropriate ways. Through a variety of hands-on experiences, they gradually come to understand concepts, at which point they can begin to internalize the meanings of words. Children continue to learn language in this experience-based way until adulthood. According to Celia Genishi (1988), many early childhood educators place language in the forefront of the curriculum. "Language learning is not separated from music, science, or dramatic play, nor is it separated from math, social studies, art, or health." Developmentally appropriate kindergarten programs in which children learn words with ease are characterized by a diversity of classroom materials, trips, and an emphasis on conversation and writing in meaningful contexts.

Constance Kamii (1982) stresses learning numbers and fostering the development of logico-mathematical knowledge in indirect ways. This is accomplished through everyday activities that are meaningful to the child (such as setting the table for four) or recognizing relationships between objects (such as larger/smaller, before/after). Children who are actively involved with numbers and sets through handling real materials will develop these concepts with understanding. In this way, children do not learn number concepts through pictures or by merely manipulating objects. Rather, these concepts are built as children reflect on the manipulatives and make logical deductions. A child may need to match the number of plates to the number of cups many times until the logic of one-to-one correspondence is truly grasped. Once concepts are built in this manner, they can be transfered to other situations.

Lillian Katz (1986) describes the importance of nurturing in all children the disposition to be readers, the desire to continue the learning process, and the optimism born of self-confidence. She defines dispositions as "habits of mind," citing as an example the difference between having reading skills versus having the disposition to be a reader.

Developing dispositions in young children requires a variety of methods that are developmentally appropriate. To Katz, young children learn best when they are active in an informal environment and are stimulated by a variety of methods and materials. Above all, says Katz, "we need to provide children with activities that engage their minds."

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* See *Bibliography* for books and articles cited.

Whole Language[*]

There is growing interest in the whole language movement at the national, state, and local levels. Experts in the field, like Kenneth Goodman (1986), Marie Clay (1987), and Donald Holdaway (1983), describe young children using language in natural and meaningful ways. Whole language, as described by the New York State Education Department (1989), is not a methodology but a philosophy, the major premise of which is that language should not be separated into its component parts, but is best learned through use in real situations that have meaning for children.

This philosophy, by which children do not learn by rote but by deducing their own meanings from the world around them, applies to language learning as well. Reading and writing develop side by side when children are encouraged to explore language in comfortable situations, as when writing materials and books are included in the dramatic play area or when environmental print is explored on class trips. Errors are accepted as part of the process of learning and, as with oral language acquisition, children become more skillful readers and writers as they are exposed more and more to text. Language is best acquired through use.

The teacher's role in language learning is to observe children using language. Informal methods of assessment are used to differentiate instruction while the teacher serves as a model by speaking, reading, and writing with the children.

Whole language activities for young children are developmentally appropriate and incorporate the use of learning centers and student-centered learning. They include:

- reading aloud from many types of literature.
- using writing supplies in a Writing Center.
- taking walks and trips in order to write individual or group experience charts.
- using Big Books for shared reading experiences.
- creating props and signs for use in dramatic play.
- putting words to songs and poems on large charts.

The whole language approach to literacy emphasizes the *process* of acquiring language rather than the finished product. Language is not taught by isolating discrete skills, but in a natural context. Young children are encouraged to see themselves as readers and authors and to work cooperatively, not competitively. This method of building upon language and experience is in harmony with research in both child development and learning theory.

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[*] See *Bibliography* for books and articles cited.

*Writing Process**

"Children want to write. For years we have underestimated this urge to make marks on a page." (Graves, 1980) The process approach to writing advocated by Lucy Calkins (1986), Donald Graves (1983), and others extends the concept of using language in natural and meaningful ways into writing development. When children are encouraged to select their own topics and write daily about things that are important to them, they become owners of their writing, responsible for the contents. Tight teacher control of the "what," "when," and "how to" of writing is released.

The teacher focuses on each child's work through individual conferences, where the child's growth in writing is guided and extended. This shifts the child's perspective from "being taught" to being an active learner.

Through this approach, children learn from each other as well as from their teacher. They become involved in writing, share their stories with others in groups and individually, and perceive themselves as authors. Calkins writes that "children need to write, but they also need to be heard." The whole language classroom provides an audience for the children's work, which consists of all of the children in the classroom, not just the teacher.

Kindergarten children who are read to often, and begin to have favorite authors, want to be authors themselves. They begin to read by looking closely at the pictures in books and then at the story. They also begin their writing with illustrations and later move into writing text, using invented spelling. Children incorporate the audience's ideas to revise their stories and drawings. Publication of children's work, by displaying it on a bulletin board, or binding it in a book, gives children motivation and a purpose for drawing and writing.

Over the past several years, writing has once again acquired equal status with reading. The two are considered necessary and mutually-reinforcing steps toward literacy. It is said that the best way to teach reading is to get children writing; the reverse is also true.

Research in writing indicates that the focus has shifted from product to process. Both Lucy Calkins and Donald Graves have studied how children go about writing and agree that the "process" is what counts with emerging writers.

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* See *Bibliography* for books and articles cited.

SECTION XIV
DEVELOPMENTAL SKILLS

"What we want is to see the child in pursuit of knowledge,
and not knowledge in pursuit of the child."
— George Bernard Shaw

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Art

Creative art experiences are essential for children's mental, emotional, psychological, aesthetic, and social growth and development. It is therefore necessary to provide a classroom environment that facilitates and encourages participation in these experiences. For five-year-olds, the artistic process of expressing ideas, feelings, and emotions in visual terms is more significant than the finished product. Since process connotes gradual evolution, it is necessary to afford children ample time for free exploration. Through personal experience children discover art elements and uses of art tools, equipment, and materials to create visual statements. Art thus unfolds through exploratory experiences designed to nurture creativity.

Children who have had limited prior art experiences may require additional encouragement and guidance to become creatively involved.

Content	Skills and Understanding
Drawing spontaneous and deliberate approaches to drawing; controlled scribbles; beginning symbols; emerging representational, geometric, abstract shapes and amorphous forms.environments.	• improves visual discrimination. • understands that the hand can control the drawing tool (crayon, marker, chalk). • develops eye-hand coordination. • creates new forms, some of which may be preconceived. • draws simple representations of humans, objects and talks about symbols and forms created.
Painting exploratory manipulation of tempera paint with brushes; use of line, forms, and colors on top of one another; symbols and emerging forms representing feelings and ideas.	• continues to develop control of running paint. • begins to paint preconceived forms. • may make some forms in outline. • talks about the quality of the paint, the colors, and discovered mixtures. • develops more refined motor control. • tries different ways of manipulating the medium.
Clay modeling clay into symbolic or recognizable forms	• models flat people with feet coming out of the head, snake-like forms, and amorphous forms which may be named (these are frequently food items like cookies or hot dogs). • begins to join clay masses in order to form symbolic representations. • may begin to use snakelike coils to outline forms. • probes clay mass with fingers and/or sticks. • socializes and shares with classmates while using clay.

Finger painting exploring lines and forms on a slick surface, using fingers and all parts of the hand; creating monoprints from fingerpainted designs	• explores sensory experiences. • creates lines and forms on slick surface paper or table top. • creates named symbols, using one finger as a drawing tool. • can press a clean paper over a finger-painted surface to "pull a print." • identifies shapes and colors.
Collage and Assemblage (two-dimensional) assembling a variety of shapes and flat objects and then fastening them to a base of paper or cardboard	• tears or cuts paper into random sizes and shapes. • begins to cut preconceived shapes. • uses paste or glue to attach paper next to or on top of base paper. • begins to place paste on the paper or object that will be attached to a base. • arranges and pastes cut or torn paper forms into a simple representational compositions. • differentiates "found" materials to combine with paper for collage (including items from nature, like leaves and feathers). • may add crayon or paint to pasted paper.
Assemblage and Construction (three-dimensional) handling and exploring cardboard boxes, wood scraps, and other materials before arranging and fastening them to base.	• explores arrangements of different forms in space and glues together small cardboard boxes, wood scraps and other "found" materials such as buttons and beads. • discovers alternative ways of attaching materials, (i.e., tape and stapler). • makes decisions on how to decorate constructions with paint, markers, colored paper, yarn, fabric, natural materials.
Printing creating printed images of familiar objects or drawings using objects, such as potato halves or styrofoam trays.	• applies paint to sponges and other "found" items and makes prints of the items on paper or cardboard. • begins to create drawings/designs on potato halves or styrofoam trays for printing. • applies paint or ink and makes prints. • observes process of printing; reverse image.
Simple Crafts	• explores new materials and discover their attributes. • follows steps in new techniques and processes. • creates objects for decoration/ use/gifts. • recognizes the value of creating useful objects. • begins to develop an appreciation of crafts as an art. • develops an understanding of the joy of giving to others.

Woodwork emerging representation of real objects using soft lumber, large nails, C clamps and/or vise, sturdy adult tools (claw hammer, cross cut hand saw, drill), assorted sandpaper	• under careful supervison, begins to pound nails, cut soft wood, nail and glue together simple play and gift items. • discovers attributes of wood, sand-paper, nails. • begins to discover science concepts (lever, friction). • begins to discover concepts of balance, open spaces and three-dimensional art.
Puppets/Masks assembling the following materials for real and imaginary characterization: tongue depressors, sticks, cardboard tubes, boxes, paper bags, plates, fabric and trimming scraps, beads, buttons	• cuts out original drawings and paintings and attaches them to sticks. • creates figures from a variety of found objects. • chooses from a variety of materials, making decisions for decorating puppets and masks. • incorporates creations in dramatic play and creative drama improvizations.
Stitchery/Weaving exploring the interlacing of fibers with a base or warp using a variety of materials including paper strips, yarn, string, open-weave fabrics, mesh, punched paper, found objects such as tree twigs, berry baskets,cardboard boxes and plates.	• begins to recognize that interlacing materials can be used in a variety of ways. • improves fine muscle control and eye/hand coordination. • begins to control materials to create designs.
Casting creating with plaster of Paris, wax paper, waxed boxes, plastic forms, clear nail polish or shellac mold.	• mixes plaster of Paris with water with adult assistance. • pours plaster into free-form blobs or into molds. • observes how plaster takes on the quality of the • smooths and decorates three-dimensional cast form after removal from mold. • begins to control the casting process to create jewelry, paperweights, decorative objects. • paints or decorates cast form to enhance the object. • uses finished object for personal adornment or as gift.

Communication Arts

Current research in the communication arts indicates that the developmental approach is a valuable paradigm for teaching young children. This "whole language" process is dependent upon children's learning styles, rates of growth, educational experiences, and maturational levels, and can be utilized with equal effectiveness in the bilingual as well as the monolingual classroom.

Teachers may employ various techniques in utilizing this approach. Skills or concepts may be introduced to the whole class in the form of a Direct Instructional Activity. Reinforcement and follow-up may be planned for large groups, small groups, or individuals, depending on children's instructional needs.

For some children, it may be appropriate to introduce activities involving sounds and letters. Careful, ongoing observation will indicate to teachers which children these are and what planning will be necessary to individualize their learning.

Opportunities to develop and enhance comprehension skills, as part of the child's overall literacy development, should be presented every day. Early experiences that include books and printed matter are crucial to the emergence of concepts and attitudes, as well as skills. Children need to see and hear many stories and poems. They need to engage in conversations, discussions, and dialogues. By participating in informal writing activities, they discover that print has function and meaning. Children use their growing repertoire of words purposefully and in many contexts. All of these opportunities for language become a natural part of the classroom environment. Children will sense the interrelationship of listening, speaking, reading, and writing.

As with all other curriculum areas, the communication arts are presented to kindergarten children through a series of integrated multi-sensory experiences. Children communicate their own thoughts, and use auditory comprehension skills while listening to others.

Children learn through varied and repeated activities. The teacher plans activities and experiences which are appropriate for different kinds of learning modes, and which provide multiple opportunities to develop skills and concepts in the communication arts. In our kindergarten classrooms, teachers and children will be the inventors and creators of that rich, exciting environment which encourages and enhances learning!

Content	Skills and Understanding
Listening	**Auditory Skills** • identifies common sounds in the environment. • distinguishes sound characteristics; volume, pitch. • recalls a sound or sequence of sounds. • identifies first and last sound in a sequence. • distinguishes between words. • distinguishes between beginning sounds in words.
Auditory Comprehension	• follows simple oral directions. • recalls two seqentially-related directions. • recalls a series of consecutive directions. • understands story content: — recalling details. — recalling sequence. — making inferences. — understanding cause and effect. — predicting outcomes. — retelling a story. • understands spoken information. **Attitudes and Behaviors** • listens to stories read aloud. • listens to others without interrupting. • shows interest in the ideas of others. • chooses tapes and records as a listening activity. • increases span of attention.
Speaking	**Speaking Skills** • responds to stories read aloud. • participates in group recitations of poems, games, songs. • asks questions. • reports informally. • expresses opinions. • engages in group discussions. • learns and uses new spoken vocabulary. • discusses pictured objects. • expresses feelings and thoughts in words, phrases or sentences. • explains feelings of story characters. • retells familiar stories in sequence. • interviews people. • tells how an activity will be conducted. • explains why a course of action will be carried out.

Speaking (continued)	**Attitudes and Behaviors** • takes pleasure in the exchange of ideas. • enjoys the sharing of original stories, songs, poems. • takes pleasure in learning and using new words. • converses informally with classmates and adults. • volunteers to talk about personal experiences. • shows interest in listener's reactions. • uses expressions such as "excuse me," "please," "thank you." • responds to greetings.
Reading	**Visual Skills** • identifies pantomimed actions. • recognizes size relationships. • identifies/distinguishes colors. • identifies/compares shapes. • matches objects. • matches shapes/forms. • matches pictures. • matches and distinguishes letters. • distinguishes left and right. • distinguishes figure from background. • locates a picture on a page. • notices details in pictures. • continues a simple pattern. • recalls a missing object in a group. • identifies upper- and lower-case letters. Sight Word/Vocabulary Development • is aware of print in environment. — uses name labels. — uses information charts. — dictates stories for experience charts. — observes labeling by teacher of objects in the room. — observes labeling by other children. • makes picture/word associations. • recognizes familiar words and names, i.e., exit, stop. • uses context to explore meaning of unfamiliar words.

Reading (continued)	**Beginning Reading Comprehension** • looks at books. • participates in group dictation activities. • participates in individual dictation. • interprets pictures. • describes objects, people, situations. • supplies words in context. • classifies information. • makes picture/word associations. • participates in oral narratives. — retells an experience in sequence. — participates in meaningful dialogues. • identifies details in a story. • follows simple written directions. **Phonetic Analysis** • identifies letters. • matches capital and lower-case letters. • discriminates between similar words. • uses rhyming words in songs and poems. • makes sound/symbol correspondence. • identifies consonants. **Study Skills** • identifies parts of a book, e.g., title, author, table of contents. • locates parts and pages of a book. • uses parts of a book. **Attitudes and Behaviors** • practices reading-like behavior. • enjoys good literature and poetry. • demonstrates interest by exhibiting good listening habits. • reacts with pleasure to visual stimuli. • reads and responds to books with interest and joy. • asks for specific books to be read again.

Writing	**Fine Motor Skills** • puts together simple puzzles. • fingerpaints designs, pictures, shapes. • strings beads. • uses clay. • pastes pictures/shapes to background sheet. • pours liquids, e.g., juice. • colors simple pictures/shapes within lines. • holds and uses crayons. • holds and uses pencils. • uses wide, then narrower, paintbrushes. • manipulates scissors for cutting. • folds paper. • waterpaints at chalkboard. • traces lines and shapes in the air, on the chalkboard, on paper. • copies lines and shapes. • traces names, letters, words. • copies names, letters, words. **Beginning Writing** • associates oral language with print. • invents symbols to carry messages. • uses different writing materials. • experiments with letter shapes. • writes letters and words. • uses invented spelling to write new words. • establishes line-to-line progression. • uses spaces between words. • writes sentences. • uses appropriate punctuation. • writes own stories. **Attitudes and Behaviors** • practices writing-like behaviors. • shows pride in growing mastery. • takes pleasure in writing original stories, poems, songs. • enjoys reading written work to others. • chooses writing as a preferred activity.

Health Education

The basic foundation for a healthy, productive, and fulfilling life is formed during early childhood. The habits, attitudes, and health concepts children learn should lead them to make responsible decisions as they face the myriad choices they will confront in our society.

Promoting good health is one of the major objectives of education and is essential to the achievement of all other objectives. Health education supplements and reinforces efforts at home and in the community. School health personnel and teachers work closely with parents — helping them understand the significance of health problems and the purpose of education for health, as well as helping them find and utilize available community resources.

Health education permeates the kindergarten classroom. While the content areas are separated below, the material presented to the children is integrated into the ongoing experiences of the class. For example, the understanding that some foods are appropriate for healthy snacks may be incorporated into a cooking/science activity. *Growing Healthy in New York City* is the official health education curriculum. Staff development and hands-on materials for implementing this curriculum are provided through the Office of Health, Physical Education, and School Sports. Drugs, AIDS, and Family Living/Sex Education lessons are incorporated into this curriculum so that city and state mandates are met.

Content	**Understanding**
Cleanliness and Personal Health	• Doctors and nurses help keep children well by giving examinations and immunizations. • Symptoms of illness should be reported to one's parent or teacher immediately. • Raw fruits and vegetables should be washed before eating. • Hands should be washed before eating and cooking, and after toileting. • It is important to take a bath or shower every
Growth and Development	• People's bodies are made of many parts. • Each of the senses provides special information. • There are growth changes in children's bodies (height and weight) throughout the year.
Mental/Emotional Health	• Each person is important. • People are alike, yet everyone is an individual. • People have different talents and abilities. • "Being me" is great. • There are certain behaviors that are acceptable and others that are not acceptable.
Dental Health	• Dentists help people take care of their teeth. • It is helpful to go to the dentist at least once a year. • Whenever possible, teeth should be brushed after eating. There is a proper way to brush teeth. • First (or "baby") teeth will fall out. Then, permanent teeth will come in. • Certain foods, such as milk and raw fruit, help keep teeth healthy.

Nutrition	• It is important to try different kinds of food. • There are many foods that help keep the body healthy and energized. • Eating a healthy breakfast every day helps people to work and play. • It is important to prepare healthy snacks and other foods. Certain foods are appropriate for healthy snacks.
Safety and First Aid	• All accidents should be promptly reported to an adult. • There are ways to obtain help in an emergency. • It is important to know safety rules in the classroom and on the playground. • Children can help make rules. • Procedures for fire drills are important and must be obeyed. • Sharp instruments like pencils and scissors should be carried carefully, point down and enclosed in fist, to prevent accidents. • It is important to obey traffic signals. The police officer or school crossing guard directs traffic to help children cross the street safely. • There are differences between good and bad touching. • There are steps to take if someone touches a person in a way that seems uncomfortable.
Excercise, Rest, and Sleep	• Rest helps the body build new energy. • Getting enough sleep is important. • Exercise helps the body to grow strong.
Disease Prevention and Control	• Coughs and sneezes should be covered. • Rest is necessary when people are sick. • Explaining how one feels can help in identifying certain illnesses. • There are some things that should not be shared, such as eating utensils, tissues, hats.
Consumer Health	• Children can identify healthy foods that they have seen on television and in supermarkets.
Consumer Health (continued)	• Children can describe ways that people advertise tobacco. • There are reasons for choosing not to smoke or chew tobacco.
Drug Use and Abuse	• Medicine can make people better when they are sick. Medicine should be taken only when the doctor prescribes it. • The use of unknown substances can be harmful. • Children should not accept anything to eat or drink from strangers.
Family Living Including Sex Education*	• Curiosity about self and others is natural. • Animals and children have families. • Family members help to take care of each other. • Families show their love for each other in various ways.
HIV/Aids*	• People can take responsibility for protecting their own health. • Communicable diseases are transmitted by germs.

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*These content areas are presently required for all students.

Mathematics

The goal of the kindergarten mathematics program is to develop a beginning understanding of fundamental mathematical concepts, and to develop skills in all of these areas:

- number concepts (counting, comparing, ordering)
- addition and subtraction with whole numbers (combining, separating)
- fraction concepts (whole, half, equal parts of a whole, part of a group or collection)
- simple graphs (sorting, classifying, making and reading graphs)
- basic probability concepts (chance, certainty)
- geometry (solids and shapes in a plane)
- measurement (length, weight, capacity, time, money, temperature, estimation)
- problem solving (understanding and asking questions, making a one-to-one correspondence between the members of two sets)

Children must be given many opportunities to explore and discover properties and relationships through well-designed activities with real materials. Manipulative materials should be used throughout the year, so that children can internalize mathematical concepts. The teacher allows ample time for children to develop a concrete understanding of each concept before making the transition to symbols.

Opportunities for stimulating awareness and understanding of mathematical concepts are provided through activities using realia including sand, water, hats, cookies, and blocks. Teachers select and design activities appropriate to the level and development of each child's understanding. The children should *enjoy* learning mathematics, and find mathematical ideas naturally connected to all of their experiences in the classroom.

The conceptually-oriented curriculum devotes a great deal of time to developing ideas, so that when skills are introduced they *make sense* to the children. Many of the concepts introduced in kindergarten may not be fully internalized at this age; they will all be reinforced in later grades.

The sensitive teacher is aware that children's skill development and their mastery of mathematical language may be at different levels. Learning in both areas is continually encouraged and assessed.

Language facility is developed and reinforced through ongoing modeling and dialogue. Children are encouraged to create their own problems and questions for exploration. It is critical that they view themselves as inventors and builders of ideas rather than as memorizers of the ideas of others, so that they may develop confidence in themselves and assume responsibility for their own knowledge.

This is the New York City plan for mathematics in kindergarten:

Content	Skills and Understandings
Identification of Numbers Aroud Us	• identifies number names in the environment: — home: numbers on the clock, television channel selector — classroom: hook numbers in the classroom closet — school: room numbers in the hall, numbers on school buses, seat numbers in the auditorium, numbers in the lunchroom — neighborhood: numbers on street signs, on buses, address numbers on doorways, numbers on subway trains • identifies personal data: — age — birthday — address - apartment number, floor — telephone number
Spatial Relationships	• distinguishes between in front of and in back of. • distinguishes between up and down. • distinguishes between above and below. • distinguishes between on and off. • distinguishes between over and under.
Problem Solving: Language	• locates and describes objects in the classroom. • locates and describes objects within a picture. • makes and explains inferences based upon information obtained from a picture.
Problem Solving: One-To-One Correspondence	• matches pictures and objects. • solves simple problems using one-to-one correspondence: — How can we decide which child has more chips without counting?
Classification By Attributes	• orders sets of objects from smallest to largest. • orders sets of objects from largest to smallest. • distinguishes likenesses and differences. • distinguishes between same and different. • solves oral word problems using skills learned in this module.
Size of Groups	• recognizes the number of objects in a group without counting.
Comparison of Groups	• distinguishes between all and none. • compares two groups of objects to determine which group has fewer objects. • compares two groups of objects to determine which group has fewer objects. • compares two groups of objects to determine which group has more or less objects. • compares two groups of objects to determine if the number of objects in both groups are the same.

Vocabulary	• distinguishes between not enough and extra. • recognizes enough by means of sharing: — Two cookies on a plate would be *enough* to give two boys one cookie each. • identifies amounts which are the same and amounts which are different. • distinguishes between more and less. • distinguishes between most and least. • distinguishes among many, as many as, and fewest.
Identification—Parts of Three—Dimensional Shapes	• identifies three-dimensional shapes. • recognizes faces, edges and corners of a three-dimensional shape.
Numerals One (1) Through Four (4)	• associates the numerals l through 4 with a group (set, lot, bunch, heap, pile) having one through four objects. • recognizes and identifies the symbols l through 4 as numerals for the numbers one through four. • writes the numerals l through 4. • identifies the number of elements in given groups (l through 4) by counting.
Nonstandard Measurement	• measures the length and/or height of objects using nonstandard units of measure: — How many block lengths do you need to measure this table top? • measures the capacity of objects using nonstandard units of measure, e.g.: — How many bowlfuls would it take to fill this pail? • defines and compares nonstandard measurements of weight.
Time of Day	• recognizes times of the day — morning, noon, afternoon, and night. • distinguishes between before/after, day/night, and early/late.
Calendar	• recognizes that a calendar has the name of the month, days of the week, year and dates. • recognizes the time relationship — yesterday, today, and tomorrow. • names the holidays and seasons as they occur.
Shapes Around Us	• recognizes and forms a circle. • recognizes and forms a square. • recognizes and forms a rectangle. • recognizes and forms a triangle. • identifies and forms patterns.
Spacial Relationships—Extended Vocabulary	• distinguishes between top and bottom. • distinguishes between before and after. • distinguishes between inside and outside. • distinguishes between in and on. • begins to distinguish between left and right. • distinguishes between next to and between. • distinguishes among first, middle, and last.

General Temperature Measurement Terms	• distinguishes between the concepts of hot and cold. • distinguishes between cooler than and hotter than. • distinguishes between as cold as and as hot as.
Size Concepts	• distinguishes among the degrees of size—large/larger/largest and small/smaller/smallest. • distinguishes among the concepts of long/longer/longest and short/shorter/shortest.
Money: Pennies	• recognizes and identifies the value of the penny as 1 cent and the ¢ sign. • counts and writes the value through 4 cents or 4¢. • solves story problems related to skills learned in this module.
Addition	• recognizes that addition involves the union of sets which have no elements in common. • recognizes that when two (non-empty) groups of objects are put together, the resulting group has more objects than either of the two original groups.
Add One	• adds 1 object to 1 object. • adds 1 object to 2 objects. • adds 1 object to 3 objects. • adds 1 object to 0 objects.
Conservation of The Number in a Set	• names a common characteristic of objects in a group, when arranged in vertical, horizontal or random position. • names the number in a set of objects in a vertical, horizontal or random position. • understands that counting objects in different positions does not change the number.
Number Relationships	• constructs a bar graph using blocks/cubes. • transfers a graph to a pictorial representation. • interprets pictorial representations as those representing concrete objects or people. • identifies number relationships using symbols and pictures. • counts aloud the number of squares that are colored on a bar graph. • colors the corresponding number of squares on a vertical bar graph when given concrete objects or the pictorial representation. • writes the numeral that represents the number of squares colored on a vertical or horizontal bar graph.
Numerals Five (5)	• associates the numerals 5 through 9 with a group (set, lot, bunch, heap, pile) having five through nine objects.
Through Nine (9)	• recognizes and identifies the symbols 5 through 9 as numerals for the numbers five through nine. • writes the numerals 5 through 9. • identifies the number of elements in a given group (5 through 9).

Numeral Zero (0)	• associates the numeral 0 with a group (set, lot, bunch, heap, pile) having no objects. • recognizes and identifies the symbol "0" as a numeral for the number zero. • writes the numeral 0. • identifies the elements in a group of zero objects.
Instruments of Measurement	• recognizes that a ruler is an instrument used to measure length. • recognizes that a scale is an instrument used to measure weight (heavy/light). • recognizes that a thermometer is an instrument used to measure temperature (hot/cold).
Numeral Ten (10)	• associates the numeral 10 with a group (set, lot, bunch, heap, pile) having ten objects. • recognizes and identifies the symbol "10" as a numeral for the number ten. • writes the numeral 10. • recites the numerals 1 through 10 in correct counting order. • identifies the number of objects in a group of ten objects.
Plus (+) and Equal (=) Symbols	• identifies the plus (+) symbol. • identifies the equal (=) symbol. • identifies the plus (+) and (=) symbols in pictorial representations.
Add Two	• adds 2 objects to 1 through 3 objects. • adds 2 objects to 0 objects.
Add Three	• adds 3 objects to 1 through 4 objects. • adds 3 objects to 0 objects.
Time Relationships	• distinguishes between it takes longer and less time than. • recognizes as long as. • distinguishes between older and younger. • solves oral story problems related to skills learned in this module.
Subtraction	• recognizes that when an object(s) is (are) removed from a group, the resulting group is smaller than the original. • solves oral story problems related to subtraction skills using concrete materials.
Comparative Size Terms	• distinguishes between shorter than and as short as. • distinguishes between longer than and as long as. • estimates which object is about as long as or as wide as. • recognizes the terms farther and nearer when referring to distance.
Coins: Nickel and Dime	• recognizes and names a nickel. • recognizes and names a dime. • discriminates among a penny, nickel and dime.

Graph Reading Sequence	• constructs and interprets a simple picture graph. • picks the object or number that comes before a given object or number. • picks the object or number that comes after a given object or number.. • picks the number that is between two objects or numbers.
Ordinal Numbers First Through Four	• identifies the ordinal position of each object in an ordered row of four objects. • matches the ordinal numbers first through fourth to the cardinal numbers (numerals) one through four. • identifies the numeral associated with a given ordinal number (for example, 3rd with third). • recites the ordinal names first through fourth.
Additional Extension	• adds 1 object to 4 through 9 objects. • adds 2 objects to 4 through 8 objects. • adds 3 objects to 5 through 7 objects.
Chance Events/Predicting	• distinguishes between certain and not certain in regard to events. • distinguishes between more or less likely in chance situations. • recognizes the outcome of activities as chance (guessing).
A Whole Unit	• identifies an object as a unit when so considered. • identifies a part of a whole. • distinguishes part of a unit from the whole unit.
Share Objects	• recognizes that when a group is separated into two parts of the same size, each part is 1/2 of the whole group. • solves oral story problems related to skills learned in this module: — Melissa has cubes. She wants to share them with a friend. Melissa makes two piles on paper plates. Does each pile contain the same number of cubes? Does the total number of cubes remain the same after they are shared?
Compare a Half Unit to a Whole Unit	• recognizes that a whole object is greater than one-half (1/2) of the object. • recognizes that one-half (1/2) of an object is less than a whole.
The Fraction One-Half (1/2)	• recognizes equal parts of a whole. • recognizes that when an object is separated into two (2) pieces of the same size, each piece is one-half (1/2) of the whole object. • divides representative objects into halves. • solves oral story problems related to skills learned in this module.
Construct and Count Using a Number Number Line	• constructs a number line. • counts forward and backward on the number line. • compares the cardinal number of a set of concrete objects by matching them with the numbers on a number line. — The last number in the one-to-one correspondence is the number of objects in the set.

Ordinal Numbers First Through Tenth	• matches the ordinal numbers first through tenth to the cardinal numbers one through ten. • recites the ordinal names first through tenth: — first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth
Numerals Eleven (11) Through Fifteeen (15)	• associates the numerals 11 through 15 with a group (set, lot, bunch, heap, pile) having eleven through fifteen objects. • recognizes and identifies the symbols 11 through 15 as numerals for the numbers eleven through fifteen: — 11, 12, 13, 14, 15 identifies the elements in a given group. recites the numerals 1 through 15 in correct counting order: — 1, 2, 3, ... 15.
Money: Quarters Through Dollar Bill	• recognizes and names a quarter. • recognizes and names a half dollar. • recognizes and names a dollar bill.
Add Four	• adds 4 objects to 1 through 4 objects. • adds 4 objects to 0 objects. • adds 4 objects to 5 and 6 objects.
Add Five Through Nine	• adds 5 objects to 1 through 5 objects. • adds 6 objects to 1 through 4 objects. • adds 7 objects to 1 through 3 objects. • adds 8 objects to 1 through 2 objects. • adds 9 objects to 1 object. • adds 5 through 9 objects to 0 objects.

More information about these objectives may be found in the New York City Kindergarten Mathematics Scope and Sequence of Instructional Objectives.

Music

Music is an integral part of a child's life; it makes an impact earlier than any of the other arts. Babies respond to music, and throughout children's development music remains an important part of their lives.

Music is not a passive activity. It is only through active participation that the learning and enjoyment of music are fully realized. Music experiences not only help develop skills useful in other subject areas (e.g., listening, reading, following directions, teamwork), but the impact of the shared musical experience can be richly rewarding for everyone involved.

Children develop musical concepts through singing, playing, creating, moving, and listening.

Content	Skills and Understanding
Singing	• learns that singing is different from talking: — echo response of short melodies — conversational singing — nursery rhymes — rote songs • develops the ability to match tones. • becomes aware of high and low tones. • begins to build a repertoire of songs which include: — familiar songs. — activity songs. — songs for special days. — folk songs and national songs.
Playing	• explores ways of producing sounds by clapping, tapping, rubbing, shaking, blowing, plucking. • becomes familiar with a variety of classroom instruments and the proper method of playing each. • creates simple instruments using found objects. • uses instruments for song enrichment. • demonstrates awareness of steady beat, strong/weak beats, and meter by feeling the heartbeat and/or playing simple rhythmic ostinatos to accompany songs and instrumental selections. • learns to play an instrument at a variety of dynamic levels ranging from loud to soft.
Creating	• sings or chants spontaneously to accompany classroom activities. • improvises responses, as in conversational singing. • explores different sound sources: environmental, vocal, and instrumental. • improvises instrumental rhythms to accompany songs or instrumental selections. • creates original melodies. • adds a new verse to a familiar song or creates new words for a familiar melody.

Moving	• begins to understand the concepts of rhythm, melody, tempo, dynamics, and form by participating in music through: — basic body movements, such as walking, running, skipping, to music. — interpretive rhythms, such as pretending to be a horse galloping, a snowflake falling, a soldier marching. — free movement (responding rhythmically, without direction, to music). — dramatizations of music or stories. — singing games and folk dmances.
Listening	• becomes aware of timbre, or differences in tone quality, in: — environmental sounds — human voices, the heartbeat — musical instruments • begins to recognize expressive qualities in music: — dynamics: loud/soft — tempo: fast/slow — mood: bright/somber • becomes familiar with a number of recorded selections.

Physical Education

Five-year-olds prefer to run, not walk; to climb, not sit; to do, not watch. When they are in school much of the day and do not have as many opportunities to play outdoors, their growth and physical development are of primary concern to teachers and parents. It is therefore critical that time be provided in the instructional program for children to engage in a wide range of gross motor and fine motor activities.

The kindergarten physical education program provides many experiences that assist in children's overall development. The teacher arranges the classroom to allow adequate space for freedom of movement, and plans time for indoor and outdoor activities. Children begin to develop better coordination and balance, to refine small and large motor skills, and to become more confident of their physical capabilities. Learning is integrated and joyful, spontaneous and structured, as children manipulate materials, participate in games, and respond to music with creative movement. These activities create opportunities to learn important social skills as children become aware of their bodies in relation to space. Kindergarten experiences which offer a balance of rest and active play can make a vital contribution to a child's learning and development, and are the building blocks for a relevant program in early childhood education.

Content	Skills and Understanding
The Body and Its Parts: Body Awareness	• knows the names of and locates the parts of the body: head, shoulders, arms, hands, legs, knees, feet. • moves body parts independently of each other: claps hands, nods head, squats and bends knees. • understands "in front of," "behind," and "next to" the body.
How The Body Moves	• moves fast and slow. • moves faster, slower. • understands and controls the speed of movements.
Here The Body Moves: Spatial Awareness	• understands the difference between personal and general space. • responds to verbal directions about space (up, down, forward, back). • becomes aware of pathways and formations; walks in a relatively straight line; joins a group who arrange themselves in a circle or square. • appreciates the use of larger areas for movement in running and galloping. • is aware of personal space when manipulating materials. • understands "in," "out," "around."
Direction Awareness	• understands stop, turn around, and reverse direction. • can respond to directions: forward, backward.
Level Avareness	• can distinguish between high and low. • can follow directions to change levels.
Awareness of Pathways	• can move in geometric pathways: circle, line. • can move in classroom around tables, in and out of learning centers, without bumping into people and things. • can move backward and forward on a line.

What The Body Can Do: **Non-Locomotor Movements** **Locomotor Movements**	• can stretch, bend, push, pull, swing, turn. • can run, hop, jump, gallop, skip with one foot. • begins to skip with two feet. • uses outdoor equipment such as a wagon. • moves hollow and unit blocks with ease.
Manipulative Movements	• throws and catches large balls. • begins to throw bean bags with some accuracy. • handles scissors, crayons, paint brushes appropriately.
Uses of Body Parts	• can hop like a rabbit; jump like a frog. • can imitate a movement in games like "Simon Says." • can begin to perform stunts: walk on a tightrope (on floor); climb to top of climber.
Rhythms and Dance: **Creative and Rhythmic Expression** **Dance**	• can respond to rhythms: hopping, galloping, and running to music/percussion instruments. • can move body parts in different ways. • can perform dances such as: "Hokey Pokey," "Walk Around the Village," "Bluebird, Bluebird."

Science

The kindergarten science curriculum is based on a hands-on experimental approach which meets the developing needs of the five-year-old child. With young children, science is wondering, finding out, thinking, and doing. The raw materials for discovery are all around them — in school, at home, and in the yard. Children work with these materials in an exploratory way as if they were scientists. The more competent and comfortable they become with the materials, the more learning will take place.

Scheduling a time for free use of materials and equipment in the kindergarten classroom affords many good opportunities for experiences in science. Raw materials such as sand and water give the child many possibilities for action and exploring. The children are active participants in their own learning. Curiosity and interest in the materials become the child's motivation to expand the learning experience.

The processes of science, such as investigating, observing, comparing and classifying, enhance intellectual development. As children solve problems, they learn to make decisions and evaluate the consequences. Language expands along with the understandings learned during scientific discovery. In addition, children who participate in collaborative problem solving can strengthen social development. Sharing a discovery with others always makes it more exciting and reinforces the concept.

The State Education Department of New York State has developed elementary science goals and criteria that are consistent with the Regents goals for education in New York State. These include:

Syllabus Goal:	Students will demonstrate an increase in their scientific literacy.
Program Goals:	Students will solve problems effectively and with ease.
	Students will solve problems by applying their skills systematically and with ease.
	Students will develop positive science attitudes.
	Students will increase their understanding of science principles.
Program Criteria:	Program activities will use a problem solving approach.
	Program activities will correlate directly to the skills, science attitudes, and science content in the syllabus.

Commissioner's Regulations 100.3(a) state that "Learning activites in Kindergarten shall include... participation in group projects...Science and mathematical experiences." Education Law 3204 states that: "Elementary science instruction is required as one of the 14 common branch subjects.

The *Essential Learning Outcomes for Science*, published in the fall of 1989, contain a comprehensive overview of the instructional objectives. These topics correspond to the State syllabus.

...A hands on approach to learning will be emphasized with opportunity for experimentation and individual problem solving." Education law also stipulates that:

- public elementary schools teach the humane treatment of animals.
- instruction related to the conservation of natural resources of the state be provided to all public school students and appropriate activities must be provided for on the last Friday in April; that day being designated as Conservation Day or Arbor Day.
- safety is an integral part of the planning, preparation, and implementation of the science program.

Content	Skills and Understandings
Living Things Around Us	• There are many kinds of living things. • Different living things can be found in different seasons. • Certain conditions (temperature, water) are necessary for living things.
People (Our Growing Bodies)	• People are living things. • People can move, eat, breathe, and protect themselves. • People grow in height and weight. • Growth can be measured.
Animals	• Animals are living things. • Animals have distinct physical characteristics (body covering, body shape). • Common animals can be identified. • Animals have special needs. • Animals move in different ways. • Animals live in many kinds of places: snow, water, desert, jungle, woodland. • Animals eat, breathe, grow and protect themselves. • Parts of animals have functions that help the animals live and grow (mouth, covering, eyes, nose, wings, legs, fins). • Changes occur in animals during the four seasons. • Animals make special sounds. • Animals' bodies and the human body have distinct parts. • The parts of some animals change to meet the immediate needs of the animal (skin, heart, eyelids, lungs).
	• Animal babies and their parents can be identified and matched. • The natural environment of certain animals can be identified using pictures. • Animal pictures can be grouped according to various categories. • Animals can be pets in school and at home.
Plants	• Plants are living things. • There are many kinds of plants. • Plants change as the seasons change. • Plants grow at different rates. • Parts of plants have functions that help plants live. • Certain amounts of light, water, and warmth are needed for plants to grow. • Changes can be observed as seeds germinate. • Plants change to meet their immediate needs (roots grow rapidly, leaves turn toward light). • The growth of a seedling can be measured using nonstandard units. • A terrarium can be constructed.

Seeds and Fruits	• Foods that have seeds are called fruits. • Seeds are found in fruits. • Each kind of fruit has a seed. • Although some parts of the seeds look different, • Different fruits have different numbers and arrangements of seeds. • The fruit and seeds of many plants can be eaten. • New plants grow from seeds.
How Plants and Animals **Depend on One Another**	• Animals depend upon plants for: — food — shelter — shade — medicine — fuel • Plants benefit from animals who: — disperse seeds — aerate soil — eat plant-eating animals • Animals depend upon other animals for: — food — pets — clothing — worker
Discovering With Our Senses	• The environment can be explored by seeing, hearing, smelling, touching and tasting. • Plants and animals found in the neighborhood can be identified.
Sounds Around Us	• There are many different sounds. • It is possible to know what makes a sound without looking. • Different sounds are made in different ways (blow, shake, hit). • There are many different sounds heard around the school and the home. • There are many different sounds in the neighborhood. • Some sounds are pleasant, some are unpleasant. • Some sounds are louder, some sounds are softer. • Different things make different sounds.

Objects Have Distinct Properties	• Objects have unique properties that distinguish them from one another, e.g., color size texture use odor sound shape hardness • Objects can be sorted and grouped according to one or more properties. • An "unknown" object can be described according to its properties. • Objects that are non-living can be identified. • A magnifying glass helps people see objects more clearly and makes things look bigger. • Most materials are solid, liquid, or gas. • Objects can be observed, described, and compared according to their properties. • Some properties of an object can be changed (freezing, hammering). • The texture of sand can be examined. — Explore how dry sand feels. — Discover how to mold and shape damp sand. — Compare textures of sand (coarse and fine). — Use tools to compare textures of sand (sieves, funnels, shovels). — Examine sand under a magnifier.
Collections	• Real objects with one common property can be collected, e.g., objects made of paper, objects to drink from, objects that are soft. • Objects that exhibit a common property can be selected and gathered. • Two objects can be compared and described according to their relative size. • Objects equal in length can be selected from an assortment of objects of differing lengths. • Two containers of similar shape but of different size can be used to find out which holds less and which holds more.

How Objects Change **Properties Through Interactions**	• Heat changes objects by: — making them warmer — making them softer or harder — changing the texture — drying — changing the size or shape — changing the color • Cold changes objects by: — making them colder — making them harder — changing the texture — changing the size and shape — changing the color • Objects can be set in motion. • Objects can be pushed or pulled to move them. • A balance can be used to find out which of two objects is heavier. • Objects can be dropped to produce a change (break, bounce, flatten, spread out, pile up). • Objects that are the same react to interactions in the same way. • Different things happen to different materials when they are acted upon. • Objects can sink or float.
Interactions with Water **Water Mixes with Food**	• Some foods mix with water. • Some foods color water. • Some foods change the taste of water. • Stirring, heating, and shaking help foods dissolve more quickly in water. • Dried foods are changed by adding water.
Getting Wet and Drying	• Objects look, feel, and smell different when they are wet. • Wet objects dry. • Drying occurs faster when it is warm. • Drying occurs faster when there is moving air around the object.
Blowing Soap Bubbles	• Bubbles can be made by blowing air into soapy water. • Some bubbles are big, some bubbles are small. • Bubbles can have different shapes, colors, reflections. • Wind makes bubbles move. • When a bubble breaks, the air in it escapes.
Positions In Space	• The Earth is nearer to some things than to others. • The Earth is farther from some things than from others. • Up and down depends on where you are. • Some objects are *in front* of others, and some *behind*. • Some objects are high above and some are low (comparing). • It is higher on one end of a hill than the other.

Movement In Space	• It is harder to go up a hill than down a hill. • An object can roll down a hill without being pushed. • In order for an object to roll up a hill, it must be pushed. • An object will keep rolling when it gets to the bottom of a hill. • Moving faster gets people or things to a destination sooner (predicting).
Matter and Energy	• Light lets things be seen. • Light comes from the sun, moon, fire, electric lights, and other sources. • When light is blocked by an object a shadow is made. • Shadows can be observed outdoors. • Shadows can be created. • Changes can be observed during a day. • In order to conserve energy, electric lights and appliances should be used only when necessary.
Magnets	• A magnet picks up some things but not others. • A magnet picks up objects made of iron. • Magnets are used in different ways. • Some magnets can be found in the home.
Events (Passage of Time)	• Events occur at a particular time (morning, night, lunchtime). • Events occur in a particular place (house, school, street). • Events occur in a particular sequence (wake up, eat breakfast, go to school). • Some events occur over and over again at regular intervals (seasons, day and night, months). • Some events occur over time (seedlings grow into mature plants). • Weather changes with the seasons • Clothing can be matched to the seasons.

Social Studies

The social studies program in kindergarten is child-oriented; it focuses on the development of the child as an individual as well as a member of a family, cultural/linguistic group, school, community, and the world. Through this program the five-year-old child develops an awareness of self and strengthens social relationships with others in the classroom and the school.

The kindergarten social studies program requires active participation of the children and is developmental in nature. It is designed to meet the diverse needs of all types of learners through activities that allow for a variety of contributions from all pupils. This process lends itself to the teaching of "understandings." Children develop these understandings through participatory activities. The process is ongoing and children constantly incorporate new experiences into their existing framework of knowledge.

The curriculum is based on real-life applications of learned understandings and skills. A good way to achieve this is to integrate the content areas using a thematic approach. Themes can extend over long periods of time and integrate cognitive, creative, and affective learnings.

The source of content always begins with the child. This helps provide experiences that are relevant and personally meaningful to the children. As the child develops a sense of self and accumulates positive social experiences, social studies content becomes clearly linked to each child's unique background and cultural heritage.

The kindergarten social studies curriculum is based on New York State's Social Studies Program which focuses on educational outcomes.

The following diagram illustrates the approach to the social studies curriculum taken in the New York State Regents Action Plan. Content understandings from each of the five perspectives are selected to build toward the learning of ten key concepts. At the same time, teachers are encouraged to plan *each* social studies activity with regard to systematic skills development.

Content Understandings
Five Perspectives at
each grade level

1. economic
2. geographic
3. historic
4. political
5. social

Concepts
Ten Key Concepts at
each grade level

1. change
2. citizenship
3. culture
4. empathy
5. environment
6. identity
7. interdependence
8. nation-state
9. scarcity
10. technology

Skills
Five Skills Categories
at each grade level

1. getting information
2. using information
3. presenting information
4. participating in interpersonal and group relations
5. self-management

Content	*Understandings*
Social	• Each person has — needs and wants — abilities — skills — interests — feelings — talents — Each person is unique and important — in a family — in a class — in a school — in the community and world • Throughout the world, most people live in families, though families differ in — size — relationships — the roles family members assume — composition
Political	• All children and adults have responsibilities — as individuals — as members of a family — as members of the school community — as members of the local community • Rules affect children and adults — in the home and family — in school — in friendships and relationships — in the community — everywhere • People make and change rules for many reasons — in the home and family — in all parts of the school and the surrounding area — in all parts of the community • People make rules which involve consideration of others and provide for the health and safety of all — in the home and family — in all parts of the school: cafeteria, halls, gym, library, playground — in the community • road and traffic signs • bicycle safety signs • People make decisions which involve others — at home — in school — on the playground — in the neighborhood

Political continued	• Each person can contribute to decision making and problem solving
	— in a family
	— in a class
	— in a school
	• Citizenship includes an awareness of the symbols of our nation:
	— the Pledge of Allegiance
	— the American flag
	  • it has three colors: red, white, and blue
	  • the stars and stripes on the flag symbolize events in our past
	• Citizenship includes an awareness of the holidays and celebrations of our nation:
	— Lincoln's Birthday
	— Washington's Birthday
	— Independence Day
	— Labor Day
	— Columbus Day
	— Veterans Day
	— Thanksgiving Day
	— Martin Luther King, Jr. Day
	— Election Day
	— Flag Day
	— Memorial Day
	— Conservation Day
	— Others (the days listed above are established by law for state or national commemoration)

Economic	• Families have needs and wants: — food — shelter — clothing — health care — leisure activities • Communities provide facilities and services to help satisfy the needs and wants of community members: — schools — libraries and museums — parks and playgrounds — police and fire protection — medical facilities — day care centers — stores • People rely on each other for goods and services: — in the classroom — in school — in the community • People make decisions about the money they earn. They might choose to: — buy goods — buy services — share/give — save

Geographic	• Directions are used for relation and location: — above/below — back/front — near/far — here/there — left/right — up/down — top/bottom — over/under • Maps can be pictures of places: — rooms (school, home) — buildings — streets — communities — our nation • A globe represents the earth and shows: — our nation — land and water bodies — our state
Historic	• All people change through their lives: — they age — their appearance changes — some skills, abilities, and interests change — friendships and relationships change • Places and things change over time: — in use — in value — in appearance and condition • Places and things sometimes remain the same: — qualities and characteristics — components and parts • People celebrate important dates and events of the past: — birthdays of famous people — religious holidays — patriotic holidays — anniversaries • Some people may follow traditions and customs that are different from the traditions and customs of other people: — art — stories, poems — dietary customs — religious celebrations — modes of dress — games — dances — songs

Adapted from: State Education Department, Bureau of Curriculum Development, ***Kindergarten: Social Studies Program*** (Albany, The University of the State of New York, 1982), pp. 29-69.

SECTION XV
BIBLIOGRAPHY/ TEACHER RESOURCES

"I am a part of all that I have read."
— John Kieran

The following represents a small portion of the wonderful world of children's literature. Although the broad groupings will provide some guidance in selection and planning, most of the titles will overlap several categories.

These resources can help teachers tap the richness and diversity of New York City's public school population. Sensitive teachers are always on the lookout for books and other classroom materials which reflect their children's backgrounds, and which extend awareness of other cultural/ethnic groups as well.

The section also includes a valuable listing of general and multicultural curriculum resources for teachers and parents.

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Retelling the Classics

The timeless classics have been told and retold by many writers in various formats. Many publishers have provided opportunities for children to get to know and enjoy these stories over the years. Some titles in this category are:

The Elves and the Shoemaker
The Gingerbread Boy
Jack and the Beanstalk
The Owl and the Pussycat
The Three Billy Goats Gruff
The Three Pigs
The Gingerbread Boy
Henny Penny
Rumpelstiltskin

Predictable Stories: Books With A Repetitive Story line

Stories that have a repetitive story line abound in folklore, in fairy tales, and in nursery rhymes. Children to whom stories are told or read very often delight in joining in with the repetitive parts as they occur– "Then I'll huff and I'll puff and I'll blow your house down," "Run, run as fast as you can, " "We're all going to tell the king the sky is falling." When children have heard those words several times, they begin to say them along with the teller, enjoying the powerful or comforting feeling of "knowing" the story. They may also pretend to "read" these books, and may want to imitate the repetitive structure to create new stories of their own. These, in turn, they can "read," strengthening their association between oral and printed language.

When young children are asked to tell a story, they often retell these tales or recreate them with their own variations of plot and character, but with enough similarity so that the original is recognizable.

Children who have difficulty structuring their own language can imitate and build upon their own imaginative ideas. These ideas can be developed orally, as part of a small-group language development activity.

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Other Resources

The Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017
(212) 490-2525

Council on Interracial Books for Children, Inc.
1841 Broadway, Room 500
New York, NY 10023
(212) 757-5339

The Greater Boston Civil Rights Coalition, Shawmut Banks, WCVB TV5, Boston
One Lincoln Plaza, Suite 301
Boston, MA 02111
(617) 330-9696

Puppetry in Practice, Resource Center
Brooklyn College
Brooklyn, New York 11210
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Aiding Children's Education Project. "Being Me Is Great" sponsored by Brooklyn Borough President Howard Golden. Pamphlet series.

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